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ABSTRACT

An extensive evaluation was made of secondary school libraries in Australia at the end of each of two 3-year funding periods. A multitude of figures, charts, tables, and graphs were compiled to document the evaluation. The two major areas examined were provision of library facilities and use of library facilities. In the first area allocation of funds, buildings, materials collections, staff, and service were evaluated separately. In the second area student use of library facilities were treated separately from teacher use. The surveys, questionnaires, and other tools used in the evaluation are supplied in the appendixes. (WH)

SECONDARY SCHOOL LIBRARIES

IN AUSTRALIA

A Report on the evaluation of the Commonwealth

Secondary Schools Libraries Program

Commonwealth Secondary School Libraries Research Project,

Department of Education, University of Queensland.

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SECONDARY SCHOOL LIBRARIES IN AUSTRALIA

A REPORT ON THE EVALUATION OF THE COMMONWEALTH SECONDARY SCHOOLS LIBRARIES PROGRAM

Commonwealth Secondary School Libraries Research Project.
Department of Education, University of Queensland.

Brisbane, 1972.

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COMMONWEALTH SECONDARY SCHOOL LIBRARIES RESEARCH PROJECT

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In a study of this magnitude a great deal depends on the goodwill of those people who are directly involved in the various day-to-day administration and operation of schools and school libraries. Thanks must go, therefore, to the many students, teachers, principals and, particularly, teacher-librarians who patiently answered the questionnaires and questions put to them. This is particularly applicable to the schools in which case studies were conducted. These people through their co-operation have made a valuable contribution to the study of school libraries, and their efforts are, we hope, justified by the results.

There are many others both within Australia and overseas who have contributed in no small way to this project over the past two years. Their participation is very much appreciated. Thanks are also due to Mrs. Heather Gibson, the Project Secretary, who typed the report and assisted in many other ways during the two years.

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I. INTRODUCTION

On August 14th, 1968, the Minister for Education and Science, Mr. Malcolm Fraser, announced that 27 million dollars would be provided for buildings, furniture, equipment and resource materials relating to secondary school libraries for the 1969-71 triennium. In 1971 a further grant of 30 million dollars was provided for the 1972-74 triennium. It might be thought that the expenditure of this large sum of money on such obviously important facilities as school libraries must result in better education for Australian secondary-school students, and that the expenditure of more money on discovering and reporting what is mere common-sense would not be justified. But, in educational matters, common-sense is wrong about as frequently as it is right, and so does not provide an adequate basis for major policy decisions. Accordingly, in 1970 the Commonwealth Government decided that a systematic evaluative study was needed, and the Department of Education at the University of Queensland was invited to undertake one.

A survey of evaluative studies in education will show that in most, including the large international ones, the focus has been upon only a few aspects of the issue under investigation, and seldom has an attempt been made to establish plausible links across a complex network of cause and effect relationships. Rather, exploratory shafts have been sunk somewhat at random, and when ore has been struck at two or more points the existence of an ore body has been inferred. In this project, the research net has been thrown somewhat wider than usual in an attempt to discover "ripple" or "repercussional" effects, as well as direct ones.

The study has been conducted within a framework from the provision of Commonwealth funds, through the establishment of library facilities, through the usage of these facilities by the teachers and students, through the interaction of usage and personalities, to immediate and long-term changes in the students. This framework is represented in Figure 1.1.

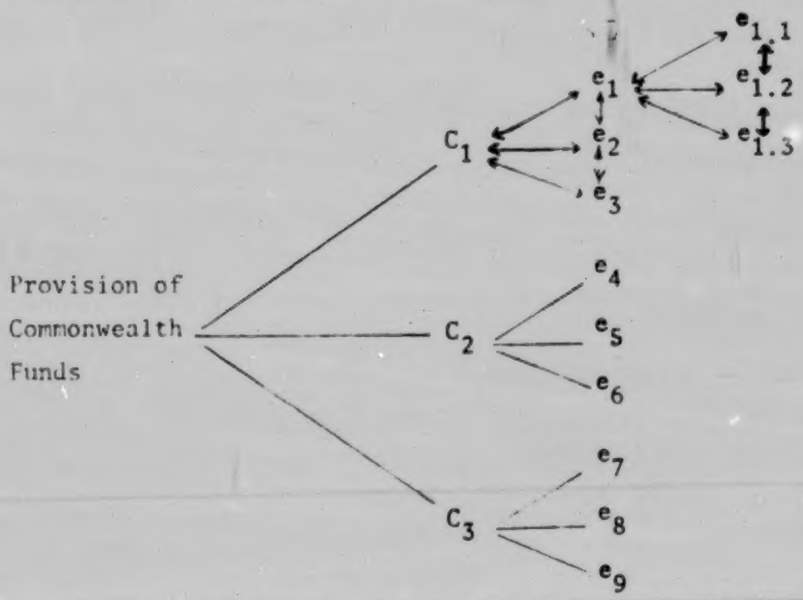
Figure 1.1 Framework of the Study

Provision of Commonwealth Funds → Provision of Library Facilities → Usage of Library Facilities → Immediate Changes in Students → Long-term Changes in Students

It is a long and tortuous road from physical entities, (libraries) at one end to psychological outcomes at the other, and while cause-and-effect relationships can be confidently established at certain points, one has to be satisfied with statements of probability at others.

Figure 1.1 is not intended to suggest a simple, single chain of events. When a new element is introduced into an existing entity, the whole fabric of interrelationships is likely to change. What automation has done to society, and what television has done to the family, improved library facilities could do to the school. When the Commonwealth Government made money available for new and improved libraries, there were initiated numerous and complex networks of events over which the Commonwealth Government itself was able to exert only little influence. This notion is represented in Figure 1.2.

Figure 1.2 Multiple Effects Depending Upon Conditions



In this Figure, C_1, C_2 and C_3 are different sets of conditions, and e_1, e_2, e_3, etc. are the different effects that can occur. These effects may not only feed back to alter the original conditions but also may well initiate new effects ($e_{1.1}$, $e_{1.2}$, $e_{1.3}$, etc.) in what appears to be a cascading manner. It is possible that the ripple effects may have greater educational significance than some of those which stem directly from the new library. It could be expected, for example, that the availability of the library would lead directly to the promotion of library skills in students, but more far-reaching and more important might be the resulting changes in student attitudes, satisfaction, motivation and independence and, ultimately, in the students' success as individuals.

However, what should be borne in mind, and what Figure 1.2 does not show, is that the magnitude of the effects will be greatest and most easily detected close to the point of "impact." As the ripples spread, their amplitude is not only subdued, but also subject to an infinite number of other impacts.

The kind of thinking which is outlined briefly above has important implications for methodology. Instead of adopting a traditional scientific approach, comprising (a) the clear listing of objectives in behavioural terms; (b) the random assignment of subjects to different treatments; (c) clearly differentiated treatments; and (d) criterion measures explicitly related to the objectives, one is led to evaluate in terms of *consequences*. This general approach is no less scholarly than the more traditional one, but it poses different questions and requires different strategies of research. In particular, it asks such questions as "What is?" and "What happens?" and it leads to studies which proceed in an exploratory, flexible, and "non-interfering" manner. The researcher becomes more interested in identifying the distribution and co-existence of educational variables than in testing scientific hypotheses. This evaluative approach will, it is hoped, provide the more complex bases for informed judgment concerning library usage that the Commonwealth Government was seeking.

The four major objectives of the Commonwealth Secondary School Libraries Research Project for the first two years have been as follows:

1. To determine the existing state of secondary school library development throughout Australia.

2. To carry out detailed analysis of the data obtained by surveying the existing state of secondary school libraries, and to use the information gleaned from this survey as a starting point for more intensive studies of selected school library programs in all states; in so doing, to identify variables which influence patterns of library usage, and determine the impact of the new libraries on secondary education.

3. To continually identify new research areas, generate research questions, and support individuals who undertake further in-depth studies. Such studies would be concerned with relationships among significant variables and tracing the impact of the Commonwealth Grant through to student outcomes.

4. To prepare a major report based on the outcomes of the Research Project for the Commonwealth Department of Education and Science.

As the objectives and the statement of framework suggest, the project began with a consideration of the funds made available by the Commonwealth Government for secondary school libraries. It then focused upon the facilities that were established as a result of these funds, and upon how they were distributed throughout states, types of school, and even the school, itself. Data in these first two steps were obtained partly from official documents, and partly from two large national surveys, one of which was conducted by the Commonwealth Department of Education and Science, among non-Government schools, and the other by the research team among Government schools. The D.E.S. questionnaire included a special supplement prepared at Queensland. A sample of

1316 secondary schools (652 Government and 664 non-Government) provided data on facilities and also on usage. This broad base which constituted Phase I of the project was supplemented in Phase II with visits to more than 100 schools throughout the Commonwealth. During these visits, discussions with library staff, teachers and students were held, and an opportunity was taken to observe the facilities and their usage at first hand. In this Phase also, discussions were held with more than 50 Education Department officers, non-Government school administrators, and other educators; particularly those involved in the administration of the Commonwealth Grant.

In Phase III, very detailed case studies were made of 6 schools, one in each state, which possessed Commonwealth libraries. During this phase, 1306 students completed questionnaires, submitted copies of assignments, and were systematically observed while working in the libraries. Teachers, too,completed questionnaires relating to the use and supposed effectiveness of the libraries, and agreed to be interviewed on the same issues. Teacher-librarians and library staff kept very comprehensive diaries on their activities, and discussed their changing roles within the schools. Finally, principals were interviewed to discover their opinions, attitudes and expectations concerning the role of the library in their schools.

These first three phases furnished detailed information on the provision of funds, the provision of facilities, and the use made of the facilities. They also provided detailed information on changes in school organization, curricula, and teaching methods that had occurred after the establishment of new and improved libraries, and they enabled conclusions to be drawn about the impact of these changes on the quality of secondary education. What Phases I-III of the project did not reveal was whether students had changed in educationally desirable ways as a result of the changes in the context of their learning. In Phase IV, this important issue is being examined by means of more carefullycontrolled studies in which the interaction of usage and personality patterns is being followed through to outcomes of satisfaction, motivation and achievement.

The aim of this report is to present an account of the main findings within the framework that has been discussed above.

II. PROVISION OF COMMONWEALTH FUNDS

In 1968 the Commonwealth Government of Australia passed an Act "to grant financial assistance to the States for libraries at secondary schools and for the acquisition of library material and equipment for use in such libraries", [Commonwealth of Australia, States Grants (Secondary Schools Libraries) Act 1968]. This Act made available a total of $27 million over a period of three calendar years beginning in 1969. In this first triennium, allocations were calculated by first dividing the total grant between government and non-government schools according to the total national secondary school enrolment as at August, 1967. The resulting two amounts were then distributed to the States according to population. Finally, within the States the amount for non-government schools was divided between Roman Catholic and non-Roman Catholic according to secondary enrolments.

In April 1971 the scheme was extended for a further triennium (1972-74), and during the second reading of the States Grants (Secondary Schools Libraries) Bill 1971, the Minister for Education and Science made specific reference to the aim of lifting "the quality of libraries in secondary schools, government and non-government, to acceptable standards." This explicit aim was reflected in the variation that was made to the earlier formula relating to the distribution of grants. Again the total grant was divided between the government and non-government schools in Australia according to the secondary enrolments in those sectors, but the share of each State for government schools was based upon secondary enrolments, and not population. Then the sum allocated to non-government schools was divided between the Roman Catholic and Others in each State according to what was needed to bring the schools up to acceptable library standards.

A summary of allocations for the two triennia is shown in Table 1.

Table 1. Annual Allocation of Triennia Grants (Dollars)

State		Government Schools	Non-Govt. Roman Catholic	Schools Other	Total
N.S.W.	1969-71	2,473,100	653,100	201,800	3,328,000
	1972-74	2,736,664	707,239	188,479	3,632,382
Victoria	1969-71	1,880,200	413,800	236,200	2,530,200
	1972-74	2,315,862	531,570	249,895	3,097,327
Queensland	1969-71	977,100	221,200	116,600	1,314,900
	1972-74	885,573	325,427	127,384	1,338,384
South Australia	1969-71	638,200	109,900	110,700	858,800
	1972-74	762,899	85,993	48,135	897,027
Western Australia	1969-71	503,200	110,400	63,600	677,200
	1972-74	538,942	99,309	44,388	682,639
Tasmania	1969-71	216,200	43,200	31,500	290,900
	1972-74	285,506	48,462	18,273	352,241
All States	1969-71	6,688,000	1,551,600	760,400	9,000,000
	1972-74	7,525,446	1,789,000	676,554	10,000,000

III. PROVISION OF LIBRARY "FACILITIES"

In this section, the term "facilities" is being used to cover all aspects of library resources: buildings and furniture, materials collections, services and staff. These facilities are examined in order to answer the question: What has the Commonwealth Grant made accessible to students?

A succinct answer cannot easily be given for two main reasons. First, the scheme is still in full flight. Buildings are still being built, books and audio-visual materials are still being bought at an accelerating rate, and services and staff are undergoing continuous change. One of the difficulties, then, in evaluating an on-going project is that it is a dynamic system. A second difficulty is that policies relating to the spending of the Grant have varied from State to State, from one type of school to another, and, in some cases, from triennium to triennium. Furthermore, concurrently with spending the Commonwealth Grant, States and non-government schools have been spending funds of their own for library purposes. This is revealed in Table 2, and in Figures 3.1, 3.2 and 3.3 which show expenditure on materials during the 1969-71 triennium in 644 Government schools.*

Another way of expressing this is to calculate an average amount per student per year spent on library materials and to break this into Commonwealth Grant and Non-Commonwealth Grant contributions. The mean figure per student per year for our 644 schools was $3.38, and of this amount a little over $2.00 was raised "locally".

(* For interpretation of Figures, see Appendix K.)

Table 2. Expenditure on Materials in 644 Government Schools (1969-71).

Commonwealth Funds:	Total $	Mean $ / School
1969	476,993	741
1970	617,905	959
1971	646,412	1004
TOTAL	1,741,310	Mean $ / School / Year 2704 ÷ 3 = $901.33

State and Schools' Own Funds:	Total $	Mean $ / School
1969	777,540	1207
1970	880,758	1368
1971	938,680	1458
TOTAL	2,596,978	Mean $ / School / Year 4033 ÷ 3 = $1344.33

A. Allocation of Funds

Although no directive was issued concerning how the Commonwealth Grant should be divided between buildings and materials, there were one or two fleeting references to a suggested two-thirds : one-third split, respectively.

In answer to a question in parliament concerning this matter, the Minister for Education and Science (Mr. Malcolm Fraser) provided the information as shown in Table 3 concerning non-government schools (Hansard, 22 & 23 March, 1972, p.1066).

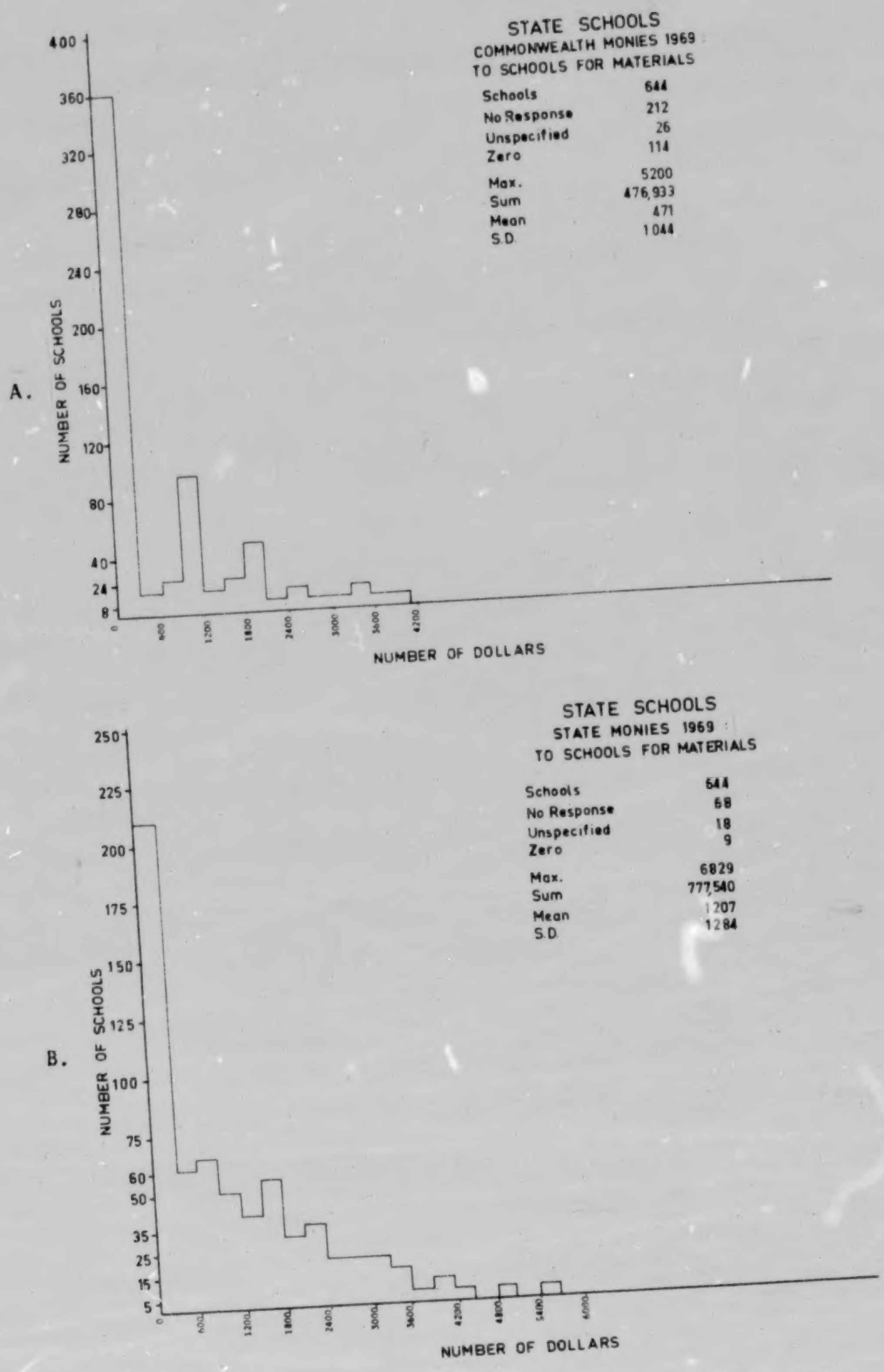

A.
STATE SCHOOLS
COMMONWEALTH MONIES 1969
TO SCHOOLS FOR MATERIALS
Schools 644
No Response 212
Unspecified 26
Zero 114
Max. 5200
Sum 476,933
Mean 471
S.D. 1044
NUMBER OF SCHOOLS
400
360
320
280
240
200
160
120
80
40
24
8
0
600
1200
1800
2400
3000
3600
4200
NUMBER OF DOLLARS
B.
STATE SCHOOLS
STATE MONIES 1969
TO SCHOOLS FOR MATERIALS
Schools 644
No Response 68
Unspecified 18
Zero 9
Max. 6829
Sum 777,540
Mean 1207
S.D. 1284
NUMBER OF SCHOOLS
250
225
200
175
150
125
100
75
60
50
35
25
15
5
0
600
1200
1800
2400
3000
3600
4200
4800
5400
6000
NUMBER OF DOLLARS

Figure 3.1

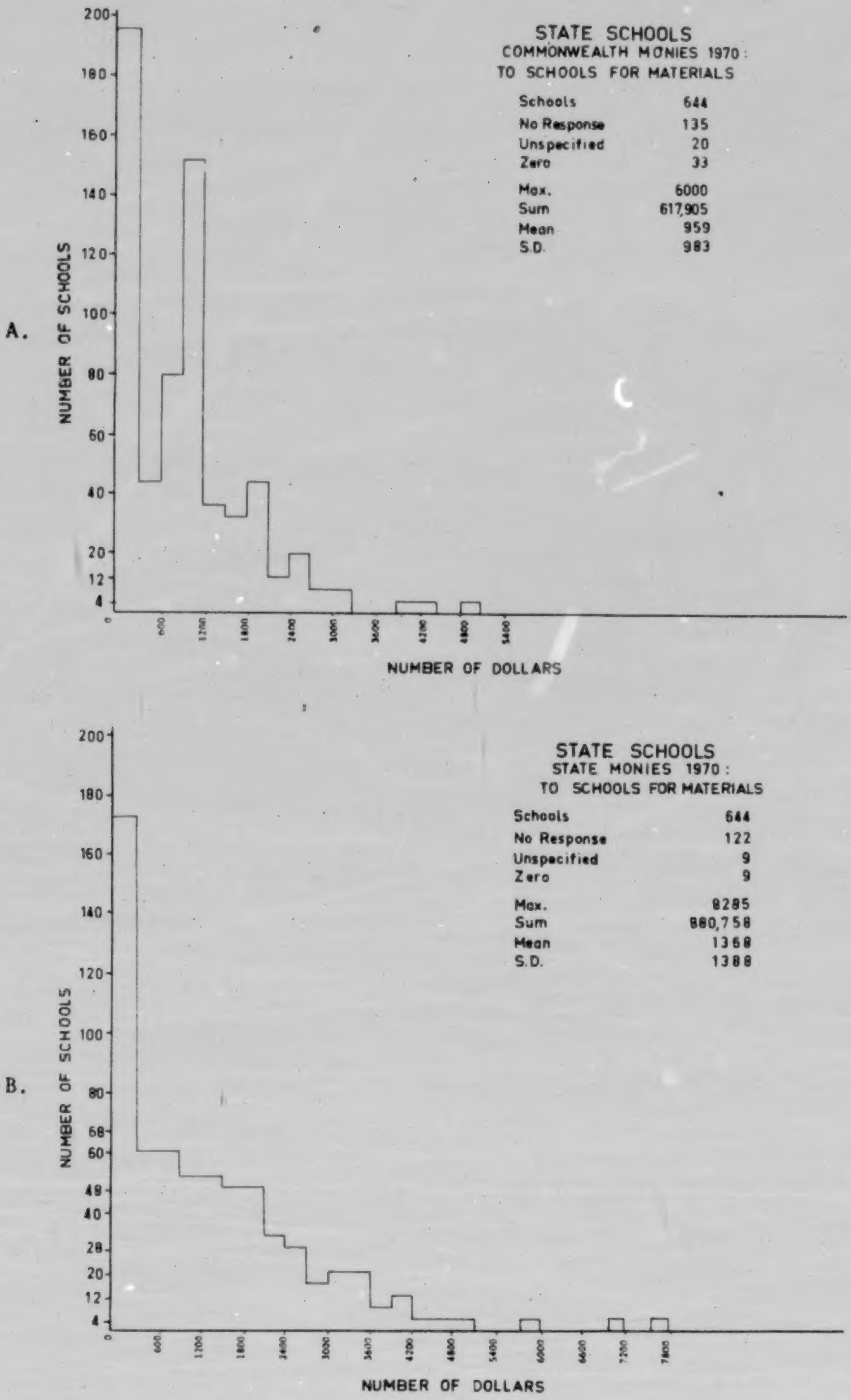
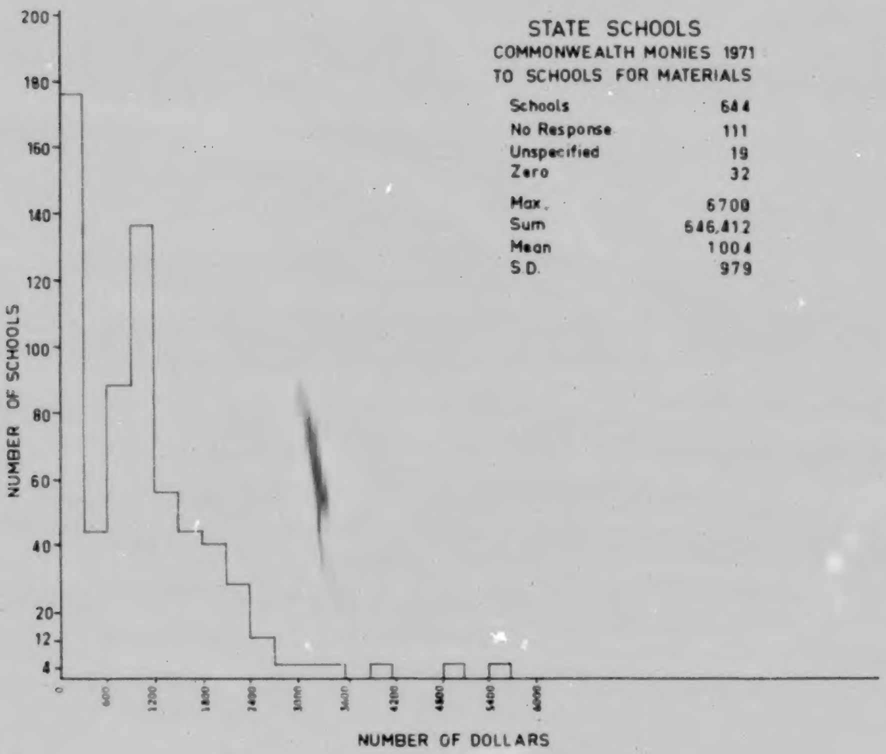

A.
STATE SCHOOLS
COMMONWEALTH MONIES 1970:
TO SCHOOLS FOR MATERIALS
Schools 644
No Response 135
Unspecified 20
Zero 33
Max. 6000
Sum 617,905
Mean 959
S.D. 983
NUMBER OF SCHOOLS
200
180
160
140
120
100
80
60
40
20
12
4
0
600
1200
1800
2400
3000
3600
4200
4800
5400
NUMBER OF DOLLARS
B.
STATE SCHOOLS
STATE MONIES 1970:
TO SCHOOLS FOR MATERIALS
Schools 644
No Response 122
Unspecified 9
Zero 9
Max. 8285
Sum 880,758
Mean 1368
S.D. 1388
NUMBER OF SCHOOLS
200
180
160
140
120
100
80
68
60
48
40
28
20
12
4
0
600
1200
1800
2400
3000
3600
4200
4800
5400
6000
6600
7200
7800
NUMBER OF DOLLARS

Figure 3.2

A.


STATE SCHOOLS
COMMONWEALTH MONIES 1971
TO SCHOOLS FOR MATERIALS
Schools 644
No Response 111
Unspecified 19
Zero 32
Max. 6700
Sum 646,412
Mean 1004
S.D. 979
NUMBER OF SCHOOLS
200
180
160
140
120
100
80
60
40
20
12
4
0
600
1200
1800
2400
3000
3600
4200
4800
5400
6000
NUMBER OF DOLLARS

B.

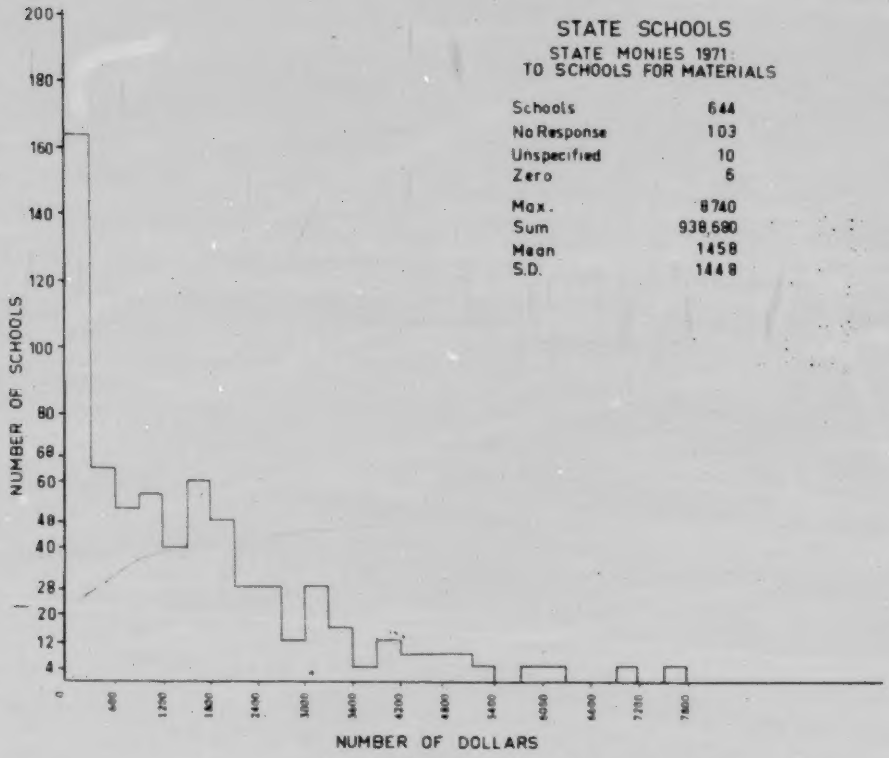

STATE SCHOOLS
STATE MONIES 1971
TO SCHOOLS FOR MATERIALS
Schools 644
No Response 103
Unspecified 10
Zero 6
Max. 8740
Sum 938,680
Mean 1458
S.D. 1448
NUMBER OF SCHOOLS
200
180
160
140
120
100
80
68
60
48
40
28
20
12
4
0
600
1200
1800
2400
3000
3600
4200
4800
5400
6000
6600
7200
7800
NUMBER OF DOLLARS

Figure 3.3

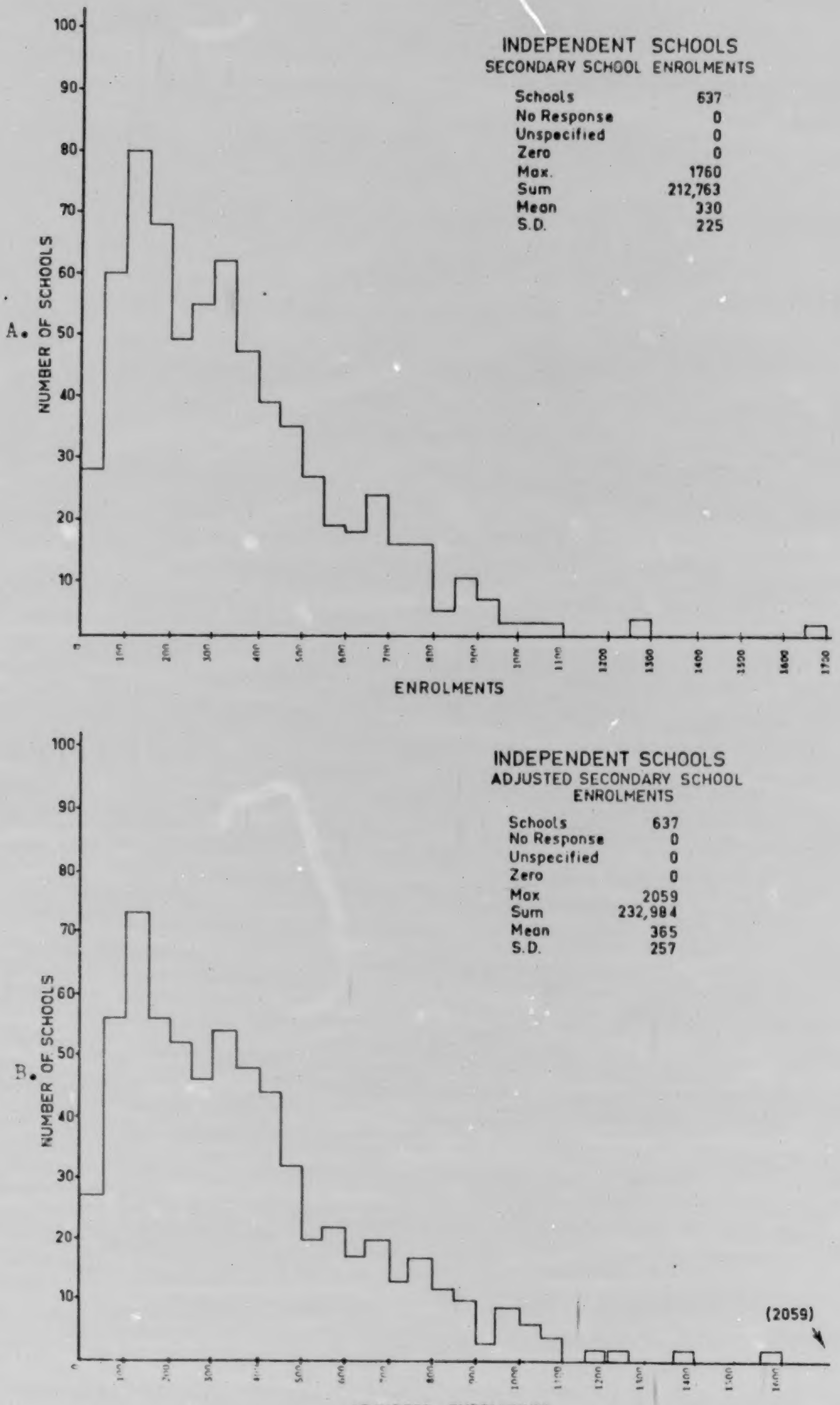

A.
INDEPENDENT SCHOOLS
SECONDARY SCHOOL ENROLMENTS
Schools 637
No Response 0
Unspecified 0
Zero 0
Max. 1760
Sum 212,763
Mean 330
S.D. 225
NUMBER OF SCHOOLS
100
90
80
70
60
50
40
30
20
10
0
100
200
300
400
500
600
700
800
900
1000
1100
1200
1300
1400
1500
1600
1700
ENROLMENTS
B.
INDEPENDENT SCHOOLS
ADJUSTED SECONDARY SCHOOL ENROLMENTS
Schools 637
No Response 0
Unspecified 0
Zero 0
Max 2059
Sum 232,984
Mean 365
S.D. 257
NUMBER OF SCHOOLS
100
90
80
70
60
50
40
30
20
10
0
100
200
300
400
500
600
700
800
900
1000
1100
1200
1300
1400
1500
1600
(2059)
ADJUSTED ENROLMENTS

Figure 3.4

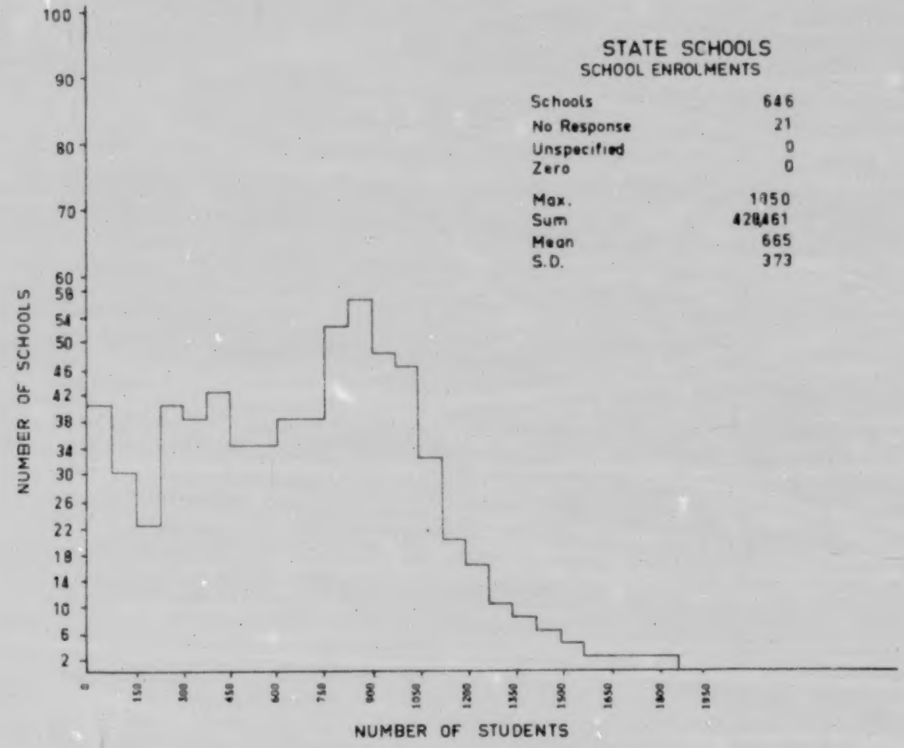

STATE SCHOOLS
SCHOOL ENROLMENTS
Schools 646
No Response 21
Unspecified 0
Zero 0
Max. 1850
Sum 428461
Mean 665
S.D. 373
NUMBER OF SCHOOLS
100
90
80
70
60
58
54
50
46
42
38
34
30
26
22
18
14
10
6
2
NUMBER OF STUDENTS
0
150
300
450
600
750
900
1050
1200
1350
1500
1650
1800
1950

Figure 3.5

Table 3. Commonwealth Funds Allocated for Various Purposes in Non-Government Schools (1969-71).

(Amount Allocated and Percentage of Total Available)

State	Amount Available	Books	% of Total	Buildings	% of Total	Furniture	% of Total	Equipment	% of Total
	$	$		$		$		$	
ROMAN CATHOLIC SCHOOLS									
New South Wales	1,959,300	386,267	19.71	1,449,612	73.98	114,755	5.86	8,666	0.45
Victoria	1,241,400	147,469	11.88	1,030,632	83.02	59,927	4.83	3,372	0.27
Queensland	663,600	144,057	21.71	466,771	70.34	51,272	7.72	1,500	0.23
South Australia	329,700	46,867	14.22	250,600	76.01	31,193	9.45	1,040	0.32
Western Australia	331,200	66,785	20.16	246,680	74.48	16,978	5.13	757	0.23
Tasmania	129,600	24,845	19.17	97,655	75.35	7,020	5.42	80	0.06
TOTAL	4,654,800	816,290	17.54	3,541,950	76.09	281,145	6.04	15,415	0.33
OTHER THAN ROMAN CATHOLIC									
New South Wales	605,400	--	--	605,400	100.00	--	--	--	--
Victoria	708,600	17,810	2.51	685,440	96.73	4,810	0.68	540	0.08
Queensland	349,800	31,800	9.09	318,000	90.91	--	--	--	--
South Australia	332,100	5,600	1.69	304,000	91.53	20,710	6.24	1,790	0.54
Western Australia	190,800	40,660	21.31	137,630	72.13	11,810	6.19	700	0.37
Tasmania	94,500	18,000	19.05	76,500	80,95	--	--	--	--
TOTAL	2,281,200	113,870	4.99	2,126,970	93.24	37,330	1.64	3,030	0.13

Government schools, however, received funds according to the following proportions and methods:

New South Wales

Commonwealth Funds.

First triennium (1969-71):

35-40% on books and audio-visual materials and equipment.

60-65% on buildings and furniture.

Second triennium (1972-74):

20-25% on books and audio-visual materials and equipment.

75-80% on buildings and furniture.

In the first triennium each high school received from Commonwealth funds $1000 and each "central" school received $600 for books; this triennium the amounts are $1000 and $500. After a brief survey of needs, however, during the first triennium, selected schools received an additional $350. Each high school was also permitted to select $1100 worth of books (including an encyclopaedia) from a list compiled by the Library Services Branch; central schools were permitted $600 worth, and these books were centrally purchased in bulk. In addition, a considerable amount of audio-visual materials and equipment were centrally purchased and issued to every school by the State Education Department including one audio booth, one mini-lab, one typewriter, numerous commercial cassettes and other software, and presently each school is receiving a video recorder.

The annual subsidy budget of State funds is "about $½ million." It is $1 for $1 up to a certain limit, then on a reduced ratio.

Victoria

Commonwealth Funds.

First and second triennia:

15% on materials. 85% on buildings and furniture.

(Technical schools, which are administered differently from High Schools, received their share of two-sevenths of the grant.)

Commonwealth funds for materials were allocated at the rate of $1 per student per year. Then, areas of need were identified and additional funds granted.

In 1970 the subsidy scheme of State funds was abandoned in favour of a general Direct Grant scheme which amounts to just under $2 per student. This grant may, however, be allocated by the principal to any area of need within the school, but the main advantage is that it is not conditional on any matching requirements from school sources.

Figures collated by the Education Department in May 1972 show that Government school libraries are funded as follows:

Table 4. Funding of Victorian Secondary and Technical School Libraries

High Schools: (229 of 251 schools responded)
(156,133 students represented)

Establishment grant	14,686
State subsidy and grant	118,185
Commonwealth library grant	154,333
Money from local sources	282,828
Other	65,721
Finance spent - not included above	14,478
TOTAL	$650,231

Technical Schools: (84 of 93 schools responded)
(54,979 students represented)

Establishment grant	4,996
State subsidy and grant	33,419
Commonwealth library grant	76,710
From local sources	92,245
Other	30,837
TOTAL	$238,207

Because of the strong movement in Victoria to abolish composite school fees it is expected that local expenditures may reduce in the future.

Queensland

Commonwealth Funds.

First triennium:

Bookstock	23.19%
Non-book	.71%
Equipment to existing school libraries	3.05%
Buildings	73.05%

Commonwealth funds were allocated to schools for materials on the basis of enrolment, but schools receiving new buildings were given additional funds to accelerate their reaching basic minimum stock. A number of this latter group also received additional funds for audio-visual materials and equipment to pilot their use and organization. Finally, each Commonwealth library was issued with a duplicator and a typewriter.

With respect to State funds, "Grants in aid of school libraries" as reported in the Queensland "Estimates of the Probable Ways and Means and Expenditure of the Government" are shown in Table 5.

Table 5. State Funds for Primary and Secondary School Library Materials in Queensland (1966-72).

Financial Year	Total Appropriated $	Total Spent $
1966-67	75,000	70,077
1967-68	85,000	79,017
1968-69	85,000	105,933
1969-70	109,250	109,031
1970-71	114,712	153,854
1971-72	286,595	

In this table it should be noted that because of the dollar for dollar subsidy scheme which depended on school initiation, the actual total spent on primary and secondary school libraries is double the amount shown.

In 1971 the unlimited $1 for $1 State subsidy scheme was abandoned. Secondary schools now receive materials for book processing from the State Education Department. All school libraries, are given a combination of grant and limited subsidy. The grant ensures equality of distribution, while at the same time the limited subsidy supports local initiative where it exists.

It is expected that in the secondary sector alone, annual State expenditure on school libraries will probably surpass that of the Commonwealth at some time in the current triennium.

South Australia

Commonwealth Funds.

First triennium:

21% on books
4% on audio-visual materials and equipment
75% on buildings.

Second triennium:

35% on materials
65% on buildings:

In the first triennium Commonwealth funds earmarked for books were allocated to schools on the basis of enrolment, except in the cases of the four pilot school libraries which received grants of over $10,000 each and were issued with large amounts of audio-visual hard - and software. All books from Commonwealth funds were purchased centrally and as a result the Department received a discount of over 30% from the contractor. Schools selected books from lists of recommendations. In this present triennium it was agreed that the $800,000 allocated for materials would again be allocated on the basis of enrolment, but, that schools will be free to spend it on books or audio-visual materials as they wish. Even though most schools do not have bookstocks up to basic standard, it is estimated that 40-60% of the grant for materials will be spent on audio-visual materials and equipment.

The subsidy scheme of State funds was replaced in 1972 by a system of direct grants which amounts to $250, plus $3.75 per student (see The Education Gazette Oct.1, 1971, p.307) for high and technical schools, and "the schools are allowed freedom of choice for items to be purchased from grant funds." The total allocation in 1971-72 financial year is $625,000; in 1972-73 it will be $750,000.

School libraries have used the following amounts including state subsidies.

Table 6. State Funds for School Library Materials in South Australia. (1968-1971)

	# Sch.	1968 $	# Sch.	1969 $	# Sch.	1970 $	# Sch.	1971 $
High and Technical Schools	91	148,864	98	153,341	99	148,180	102	159,166
Other Schools	681	161,717	660	183,820	614	197,908	615	247,082
TOTALS	772	310,581	758	337,161	713	346,088	717	406,248

Western Australia

Commonwealth Funds.

First triennium:

25-30% (est.) on 134,838 books.

70-75% on buildings and furniture.

The school libraries have received no Commonwealth funds directly, but rather the school staffs selected books from twenty-three lists compiled by Book Services Section of Library Services Branch. These books were centrally purchased through a tendering procedure which has enabled the Department to gain discounts as high as 47%.

State subsidies come mainly in the form of foundation issues and issues of books to support new courses. The Department is also prepared to subsidize school and P & C contributions on a $1 for $1 basis according to a sliding scale which ranges from 40¢ to 60¢ per student.

The Education Department also built from state funds five secondary school libraries to Commonwealth Standards.

Tasmania

Commonwealth Funds.
First triennium:

28% on books only
72% on buildings.

Funds for materials were allocated directly to schools according to enrolment, with some variations. In this second triennium, for example, area and district schools, primary schools with secondary tops, and two new high schools receive $3.30 per student per year, whereas high schools and matriculation colleges are given $1.50 per student per year. Schools may purchase books directly, however they are urged to order through the Supply and Tender Department to be eligible for discounts from 17½% to 35% from local booksellers.

There are no state subsidies to schools for library materials; direct grants are made. The following table shows state spending in this area.

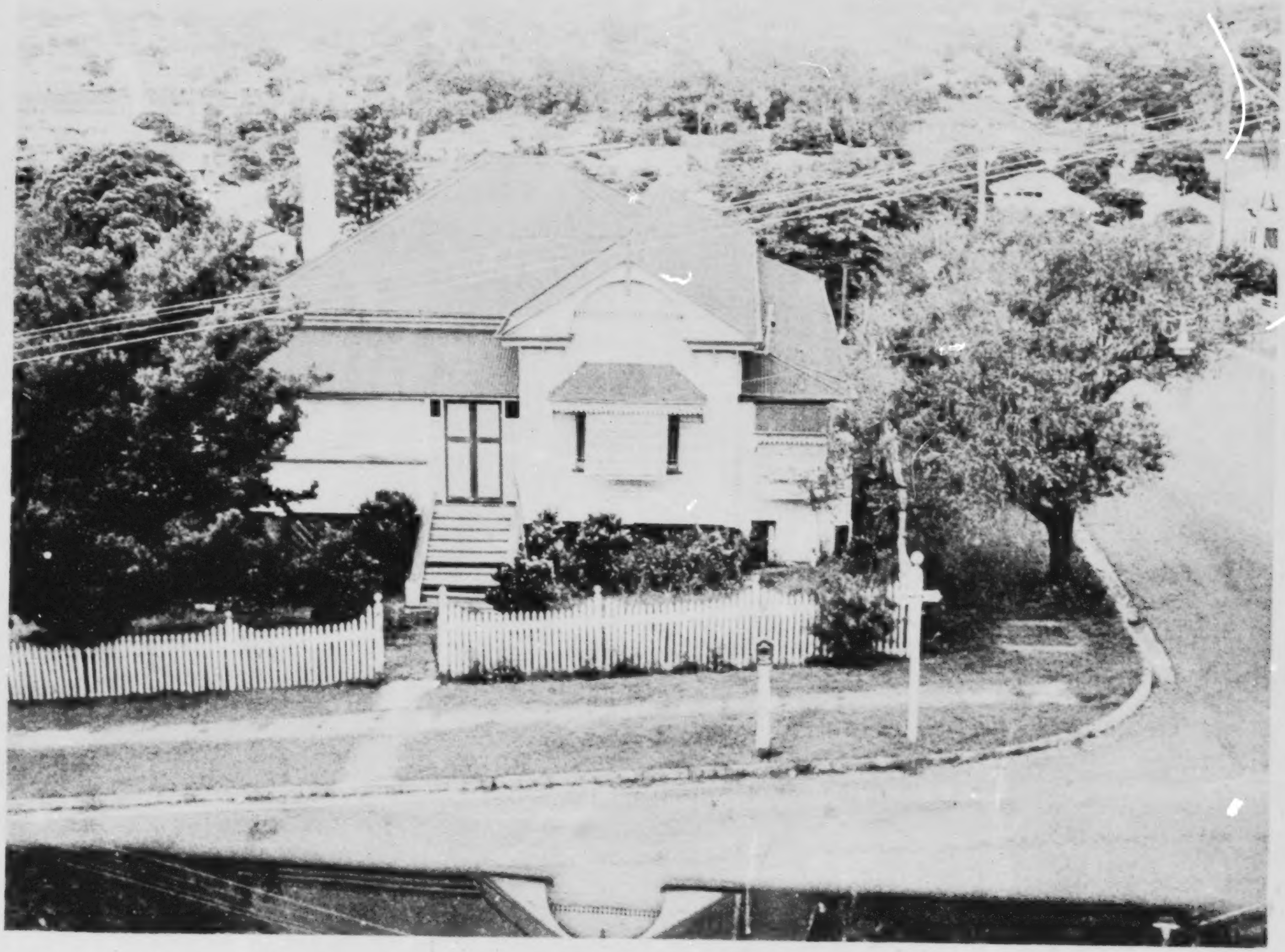
Table 7. State Funds for School Library Materials in Tasmania (1967-1973).

Financial Year	Total budget for Teaching and Learning Materials $	Amount of this for library books $
1967-68	250,000	30,000
1968-69	301,000	52,000
1969-70	287,000	67,000
1970-71	320,000	68,000
1971-72	428,000	100,000
1972-73	440,000 (est.)	105,000 (est.)

Table 8 shows in summary how the 1969-71 Commonwealth Grant was allocated in all States for all schools.

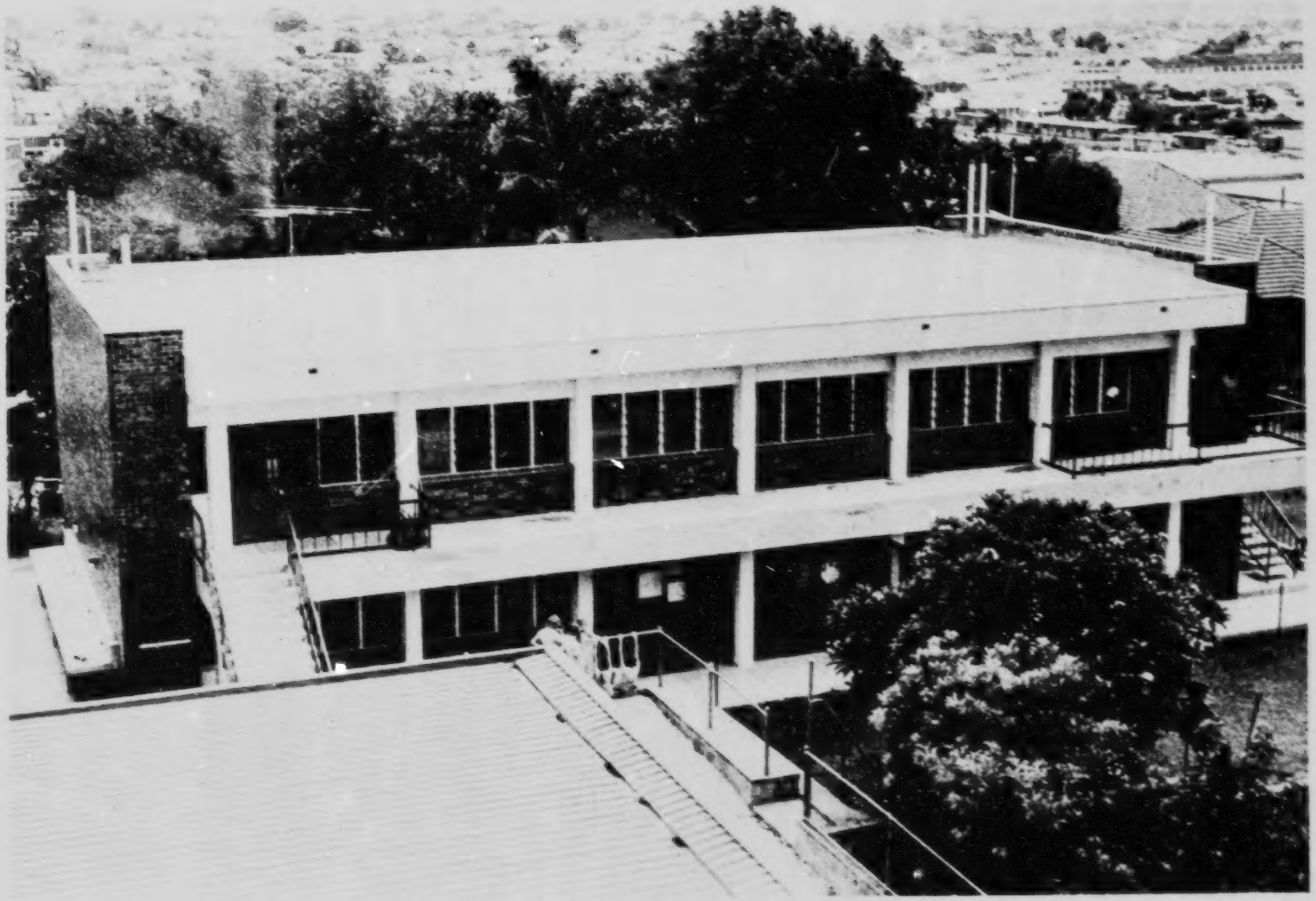
Table 8. Percentage of Funds Allocated for Various Purposes in all States for all Schools (1969-71).

	Percentage of Total					
	Buildings and Furniture			Books, Audio-Visual Aids and Equipment		
	Govt.	R.C.	Other	Govt.	R.C.	Other
New South Wales	60-65	80	100	35-40	20	-
Victoria	85	88	97	15	12	3
Queensland	73	78	91	27	22	9
South Australia	75	85	98	25	15	2
Western Australia	70	80	78	30	20	22
Tasmania	72	81	81	28	19	19



Old Library

Corpus Christi Girls' College, Brisbane.



Commonwealth Library,
Corpus Christi Girls' College, Brisbane.

B. Buildings

The most obvious impact of the Commonwealth Grant for libraries has been in the provision, or improvement, of library buildings and rooms. As shown in Table 9, of the approximately 1100 state secondary schools in Australia, (excluding partial secondary schools) around 238 (22%) received major building assistance during the first triennium, and a further 141 are benefiting during the present second triennium to date.

Table 9. Number of Government Schools Receiving Library Building Assistance from Commonwealth Funds.

State	Number of State Sec. Schools (partly sec. are excluded)	Number of Libraries in operation (1st triennium)	Number planned and underway (2nd triennium to date)	Totals
QLD.	110	19	11	30
TAS.	36	5	5	10
S.A.	95	35	5	40
W.A.	101	15	15	30
VIC.	346	97	30	127
N.S.W.	418	67	75	142
	1106	238	141	379

In the non-government sector there were 245 new libraries established during the first triennium. However, many of these libraries have not been totally financed by Commonwealth funds.

Although non-government schools have been required to build to specified Commonwealth standards, or above them if they can afford it, there has been no such compulsion in the State systems. As a result, at least 75 of the new and improved government school libraries are considerably below standard. Another element which resulted in most early

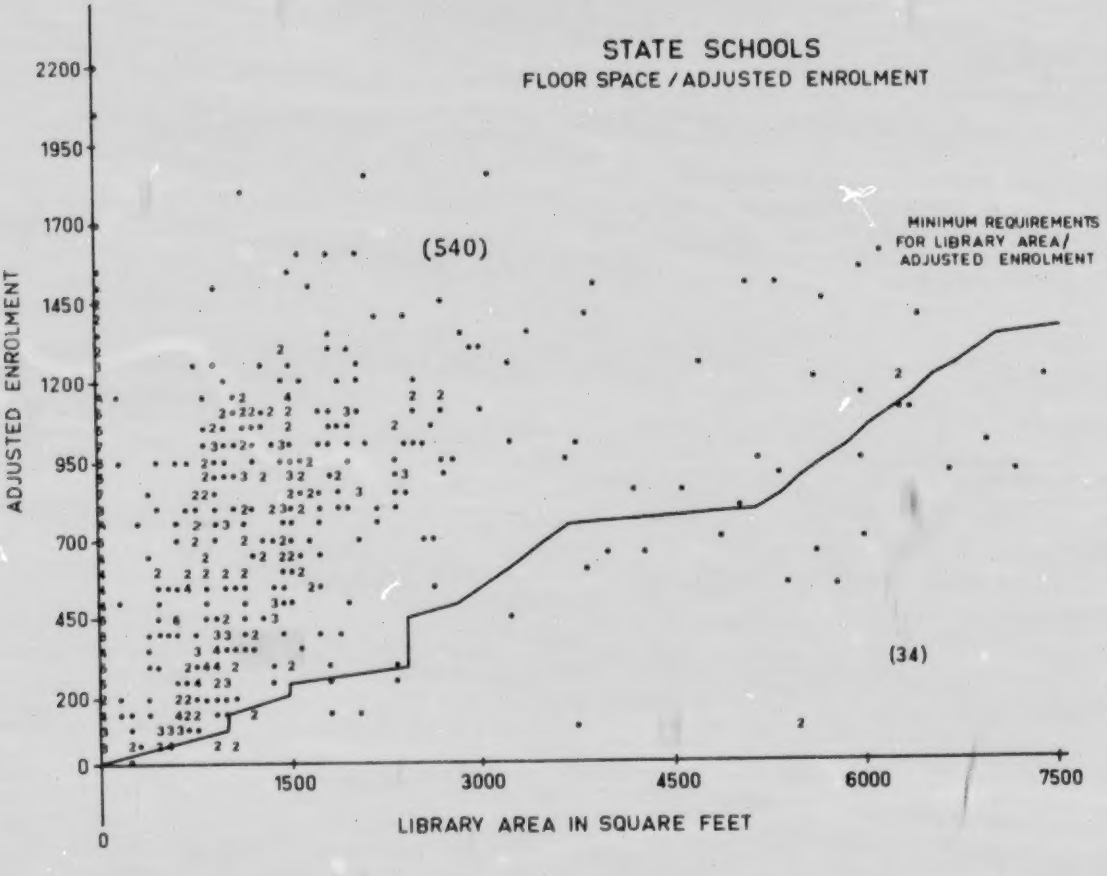

STATE SCHOOLS
FLOOR SPACE / ADJUSTED ENROLMENT
MINIMUM REQUIREMENTS FOR LIBRARY AREA/ ADJUSTED ENROLMENT
(540)
(34)
ADJUSTED ENROLMENT
2200
1950
1700
1450
1200
950
700
450
200
0
LIBRARY AREA IN SQUARE FEET
0
1500
3000
4500
6000
7500

Figure 3.6

government school libraries being slightly below standard is that State Education Departments used actual enrolment figures for determining library areas, instead of an "adjusted" enrolment figure (determined by doubling the number of final year students). Adjusted enrolment figures were used in the non-government sector from the start. All States have now more-or-less accepted the adjusted enrolment formula.

From our sample of government schools it was possible to determine (Figure 3.6) that 34 schools are at or above standards for total library area. However, because of incomplete data the same information is not available for non-government schools. It is known that the 245 new non-government school libraries are at or above Commonwealth Standards.

The new library buildings are impressive features of the schools in which they have been placed, and they have attracted many favourable comments from the principals, teacher-librarians, teachers, students, and the wider community. When students in the case studies of 6 schools were asked to list the three things they liked best about the new libraries their most common responses referred to facilities as shown in Table 10.

Only two other items were mentioned by over 10% of the students: (1) Books in general, their number and variety (12.23%), and (2) Reading the reference books and finding information (12.69%). Considering that schools have reported that their old libraries were in converted classrooms, cottages, storage rooms, shearers' sheds and even crypts, and that the average library in government schools is 11 years old (Figure 3.9A), it is not surprising that the new buildings comfortably furnished have made a favourable impression.

Table 10. Extent to Which 1306 Students Said They Enjoy the New Facilities

	Number of students who mentioned this item	% of 1306
General comments about the facilities e.g. "nice new library"	51	4
Comfort, warm, cool, enjoyment, relaxation, "pleasure", etc.	165	13
Atmosphere, quietness, easy to concentrate, peace and quiet, silence, etc.	213	16
Study areas, private compartments, study booths, separate study chairs, carrels, "sound proof" rooms, etc.	245	19
Comfortable seating, annexes, carpet, fans, air-conditioning, "modern equipment", etc.	425	33
Light	8	.61
Spaciousness	132	10

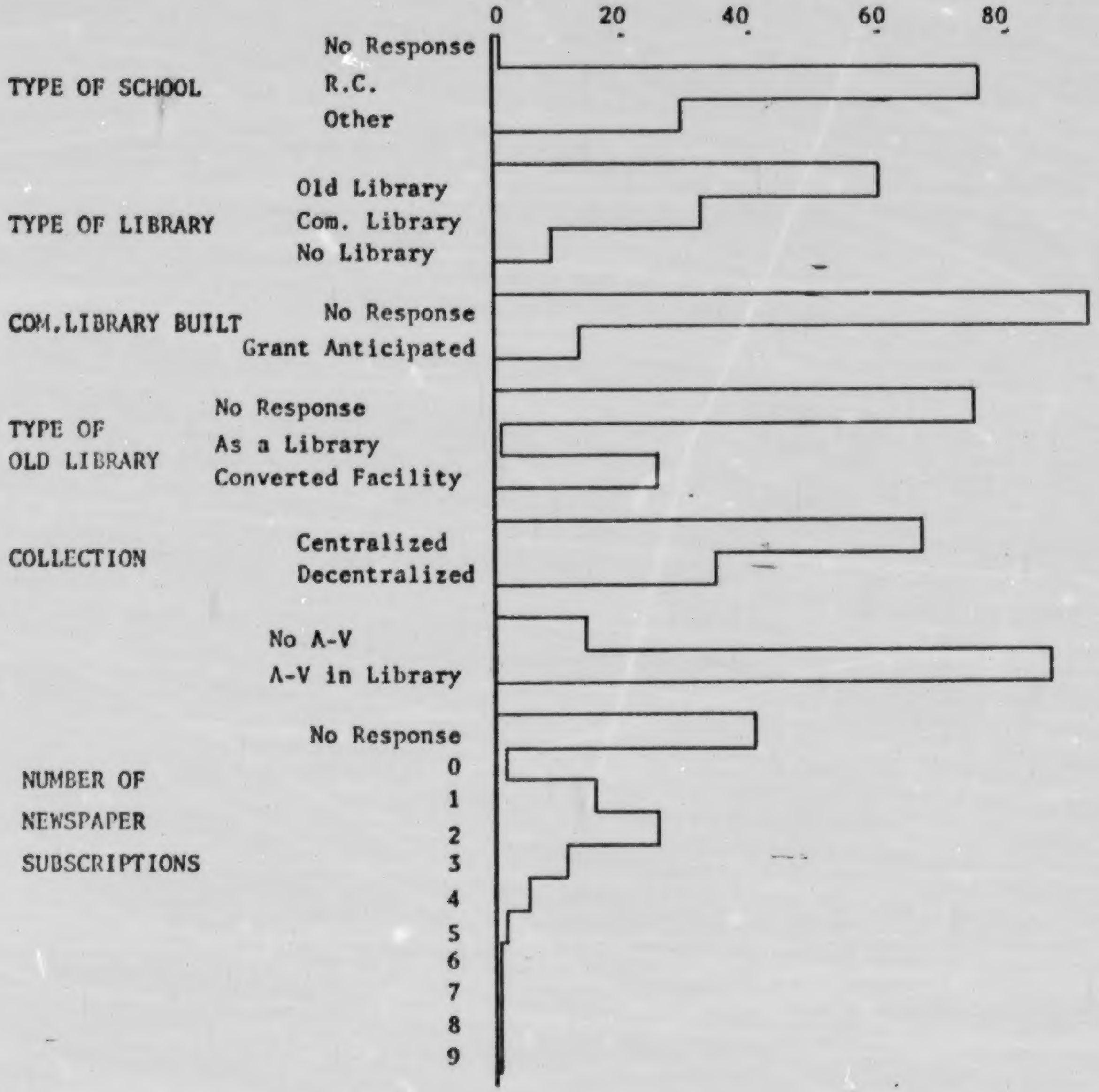


FIGURE 3.7 INDEPENDENT SCHOOLS

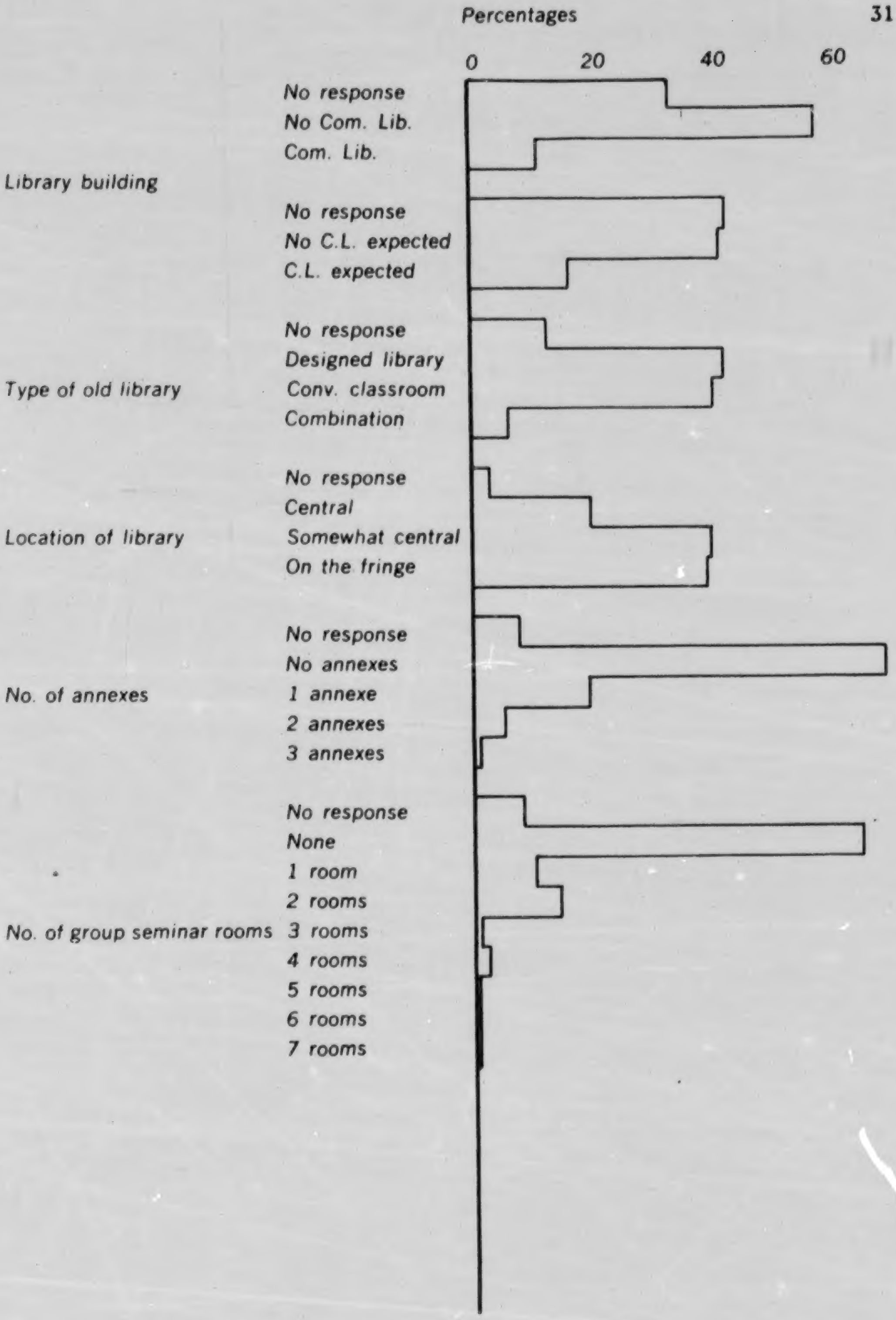


Figure 3.8 State Schools

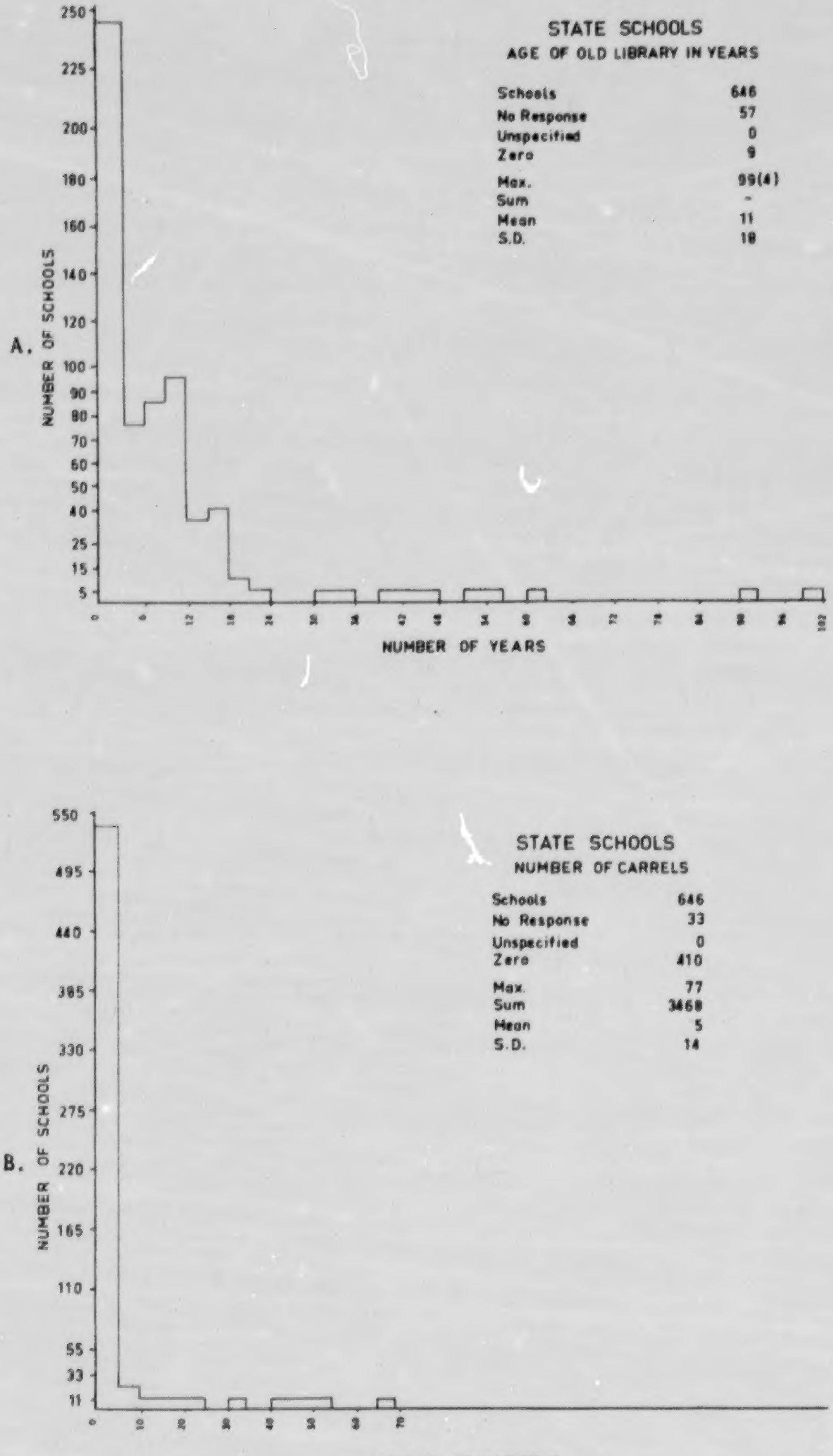

A.
STATE SCHOOLS
AGE OF OLD LIBRARY IN YEARS
Schools 646
No Response 57
Unspecified 0
Zero 9
Max. 99(4)
Sum -
Mean 11
S.D. 18
NUMBER OF SCHOOLS
250
225
200
180
160
140
120
100
90
80
70
60
50
40
25
15
5
0
6
12
18
24
30
102
NUMBER OF YEARS
B.
STATE SCHOOLS
NUMBER OF CARRELS
Schools 646
No Response 33
Unspecified 0
Zero 410
Max. 77
Sum 3468
Mean 5
S.D. 14
NUMBER OF SCHOOLS
550
495
440
385
330
275
220
165
110
55
33
11
0
10
20
30
40
50
60
70
NUMBER OF CARRELS

Figure 3.9

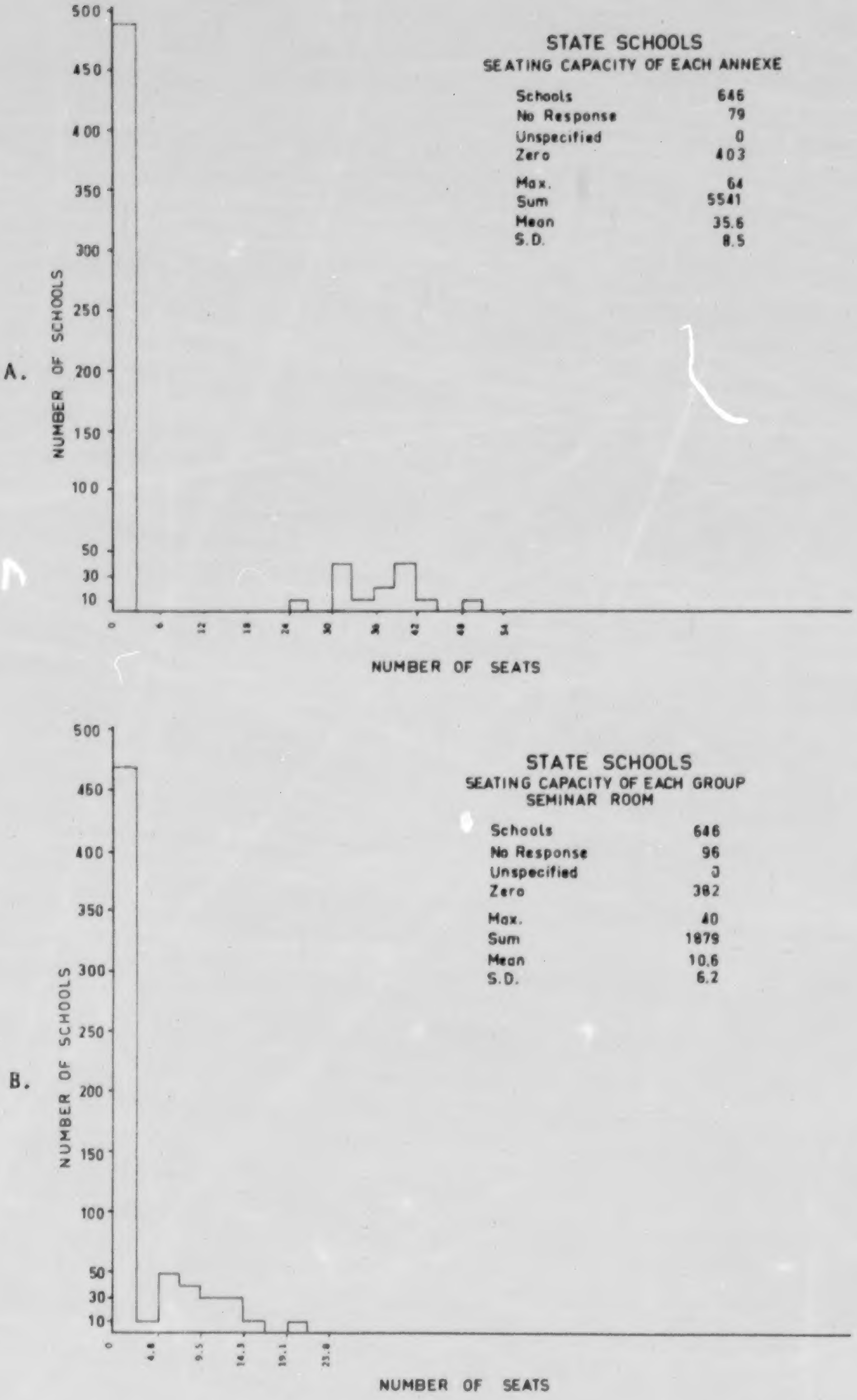

A.
STATE SCHOOLS
SEATING CAPACITY OF EACH ANNEXE
Schools 646
No Response 79
Unspecified 0
Zero 403
Max. 64
Sum 5541
Mean 35.6
S.D. 8.5
NUMBER OF SCHOOLS
500
450
400
350
300
250
200
150
100
50
30
10
0
6
12
18
24
30
36
42
48
54
NUMBER OF SEATS
B.
STATE SCHOOLS
SEATING CAPACITY OF EACH GROUP SEMINAR ROOM
Schools 646
No Response 96
Unspecified 3
Zero 382
Max. 40
Sum 1879
Mean 10.6
S.D. 6.2
NUMBER OF SCHOOLS
500
450
400
350
300
250
200
150
100
50
30
10
0
4.8
9.5
14.3
19.1
23.8
NUMBER OF SEATS

Figure 3.10

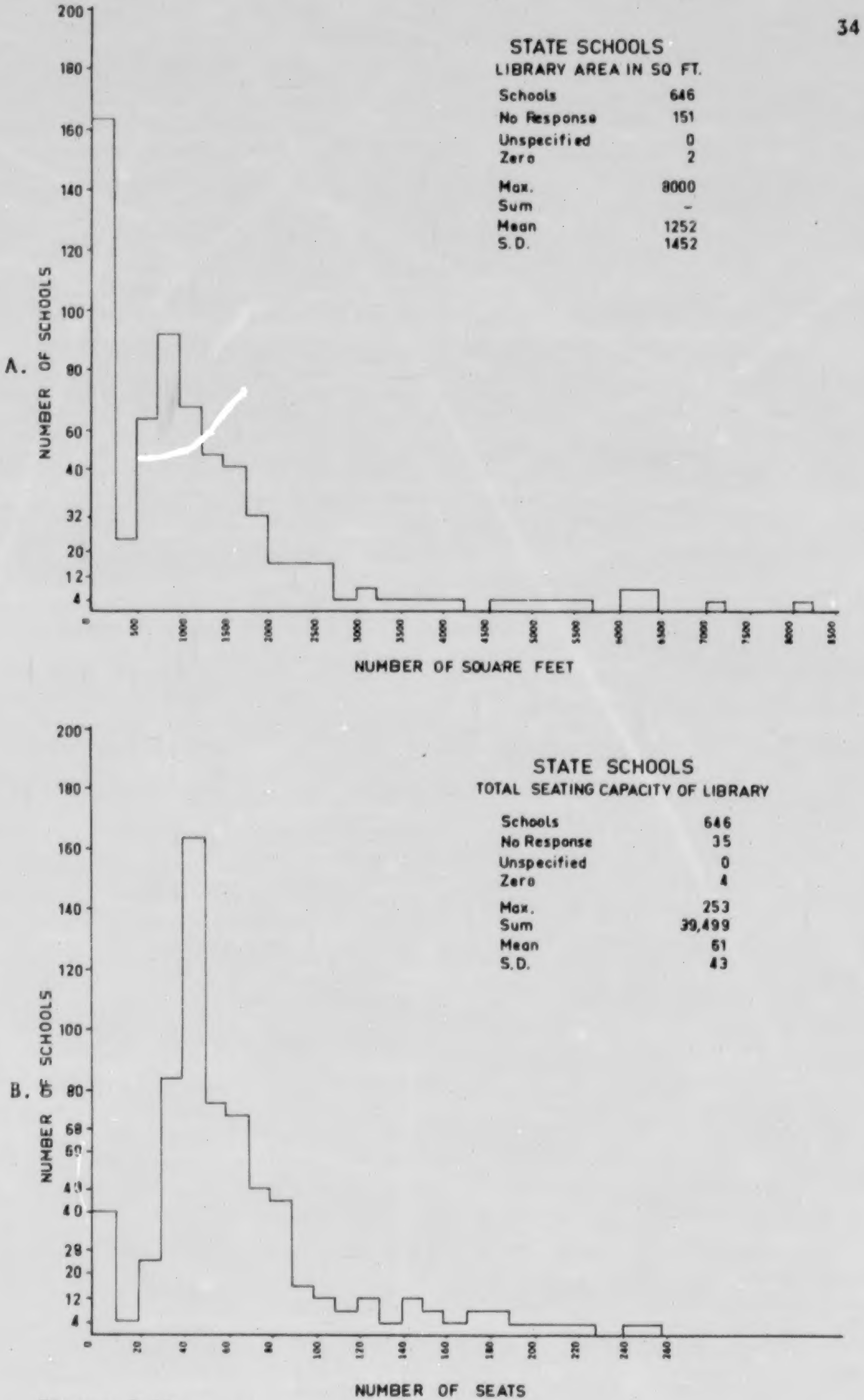

A.
STATE SCHOOLS
LIBRARY AREA IN SQ FT.
Schools 646
No Response 151
Unspecified 0
Zero 2
Max. 8000
Sum -
Mean 1252
S.D. 1452
NUMBER OF SCHOOLS
200
180
160
140
120
100
80
60
40
32
20
12
4
0
500
1000
1500
2000
2500
3000
3500
4000
4500
5000
5500
6000
6500
7000
7500
8000
8500
NUMBER OF SQUARE FEET
B.
STATE SCHOOLS
TOTAL SEATING CAPACITY OF LIBRARY
Schools 646
No Response 35
Unspecified 0
Zero 4
Max. 253
Sum 39,499
Mean 61
S.D. 43
NUMBER OF SCHOOLS
200
180
160
140
120
100
80
68
60
48
40
28
20
12
4
0
20
40
60
80
100
120
140
160
180
200
220
240
260
NUMBER OF SEATS

Figure 3.11

Discussion rooms, annexes, production booths, and study carrels (Figures 3.8, 3.9, 3.10 and 3.11), in particular, are not only popular with students (Table 10), but also provide tangible evidence of a changing concept of secondary education. There is a definite shift from continuous class - group oriented lessons to the use of all the options of individual, small group and large group situations. In conjunction with the more independent study induced by the above shift there is increasing use of audio-visual as well as print materials in the students' assignment productions.

Two areas, common in most new libraries, have not achieved what they were intended for. First, the area needed for the production, storage and use of audio-visual materials and equipment has been underestimated. Second, the teachers' preparation room is rarely used as it was intended. Teachers prefer to work either in their own staff rooms or in the library's main reading area, in both cases close to the materials they are using.

Many physical changes throughout the schools have been precipitated by the new library facilities. Some schools have installed coaxial (T.V.) cable to all classrooms, or at least to a number of viewing rooms. Several schools have built auditoriums or teaching/learning centres for large group activities (100-500+) adjacent to the new library. These centres are usually linked to the library's audio-visual production centre.

In a few instances, the library has become one unit within an even larger learning resource centre. In South Australia, for example, the new high schools of Para Vista and Para Hills are attempts at combining the library resource centre with open planned learning areas as shown in Figure 3.12.

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The New Type of Secondary School for South Australia

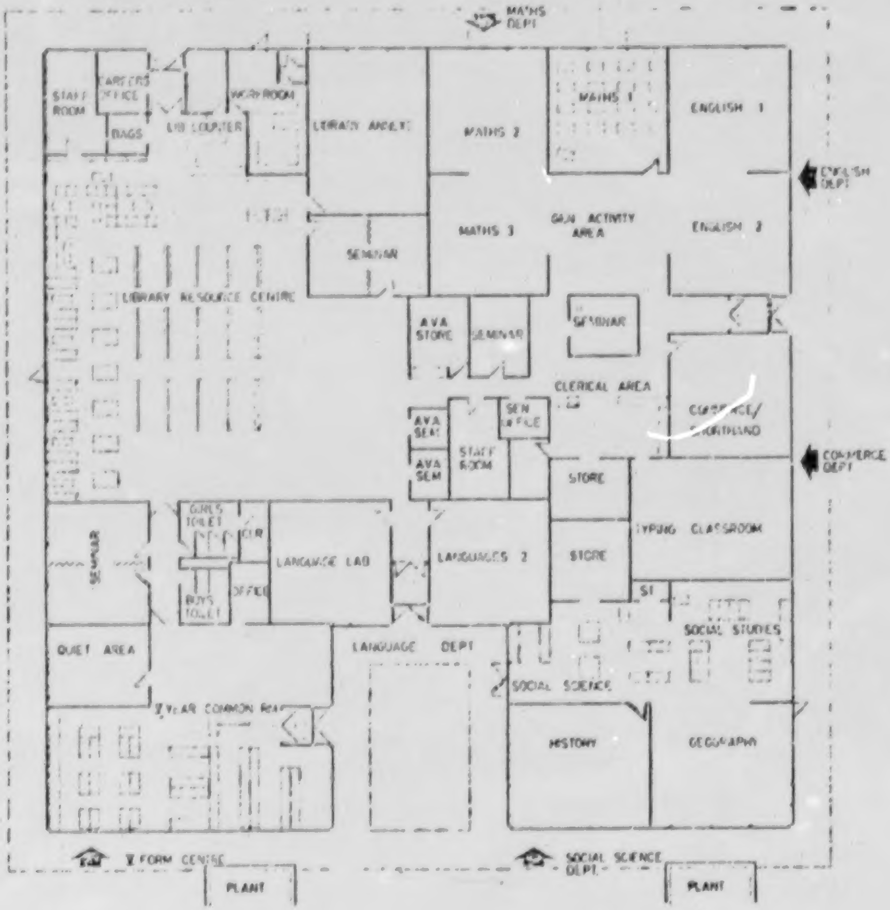
MATHS DEPT
STAFF ROOM
CAREERS OFFICE
BAGS
LIB COUNTER
WORK ROOM
LIBRARY ANNEXE
MATHS 2
MATHS 1
ENGLISH 1
ENGLISH DEPT
MATHS 3
GEN ACTIVITY AREA
ENGLISH 2
SEMINAR
LIBRARY RESOURCE CENTRE
AVA STORE
SEMINAR
SEMINAR
CLERICAL AREA
COMMERCE/ SHORTHAND
AVA SEM
SEN FILE
STAFF ROOM
AVA SEM
COMMERCE DEPT
STORE
GIRLS TOILET
CLR
LANGUAGE LAB
LANGUAGES 2
STORE
TYPING CLASSROOM
SEMINAR
BOYS TOILET
OFFICE
ST
SOCIAL STUDIES
QUIET AREA
LANGUAGE DEPT
SOCIAL SCIENCE
V YEAR COMMON RM
HISTORY
GEOGRAPHY
V FORM CENTRE
SOCIAL SCIENCE DEPT
PLANT
PLANT

Figure 3.12

Table 11 contains detailed information on library characteristics so that government school Commonwealth libraries can be compared directly with government school national norms. These norms were established by including all data from both Commonwealth and Non-Commonwealth libraries. Comparing the Commonwealth libraries with national norms will then be a very severe test for significant differences.

The highlights of this table, some of which have already been discussed, include greater spending in Commonwealth libraries, greater variety of facilities and less decentralization of materials.

Table 11. Library Characteristics of Government Commonwealth Libraries

Compared to Government School National Norms

	National Norms			Commonwealth Libraries		
	Mean	S.D.	Total	Mean	S.D.	Total
Number of Teachers	38.467	20.700	24773	50.544	21.688	3437
Number of English classes	24.694	17.922	15903	30.397	18.670	2067
Commonwealth funds 1969	740.672	1043.830	476993	1150.074	1500.935	78205
1970	959.480	982.699	617905	1552.706	1587.387	105584
1971	1003.745	978.641	646412	1647.809	1684.885	112051
State funds 1969	1207.360	1283.872	777540	1713.956	1755.768	116549
1970	1367.637	1387.874	880758	1913.662	1780.821	130129
1971	1457.578	1448.482	938680	2530.662	2099.947	172085
School Enrolment	665.312	372.922	428461	898.765	427.264	61116
Library area in square feet	1252.129	1451.762	806371	3279.397	2636.068	222999
Total seating capacity	61.334	43.191	39499	133.221	65.558	9059
Number of carrels	5.385	14.016	3468	32.662	21.770	2221
Seating capacity of annexes	8.604	15.817	5541	31.721	15.738	2157
Seating capacity of seminar rooms	3.031	6.491	1952	9.676	6.889	658
Number of books in classrooms	140.792	296.133	90670	74.897	226.501	5093
Number of books in staffrooms	38.868	135.185	25031	19.368	121.370	1317
Number of books elsewhere	48.543	182.506	31262	27.574	132.683	1875

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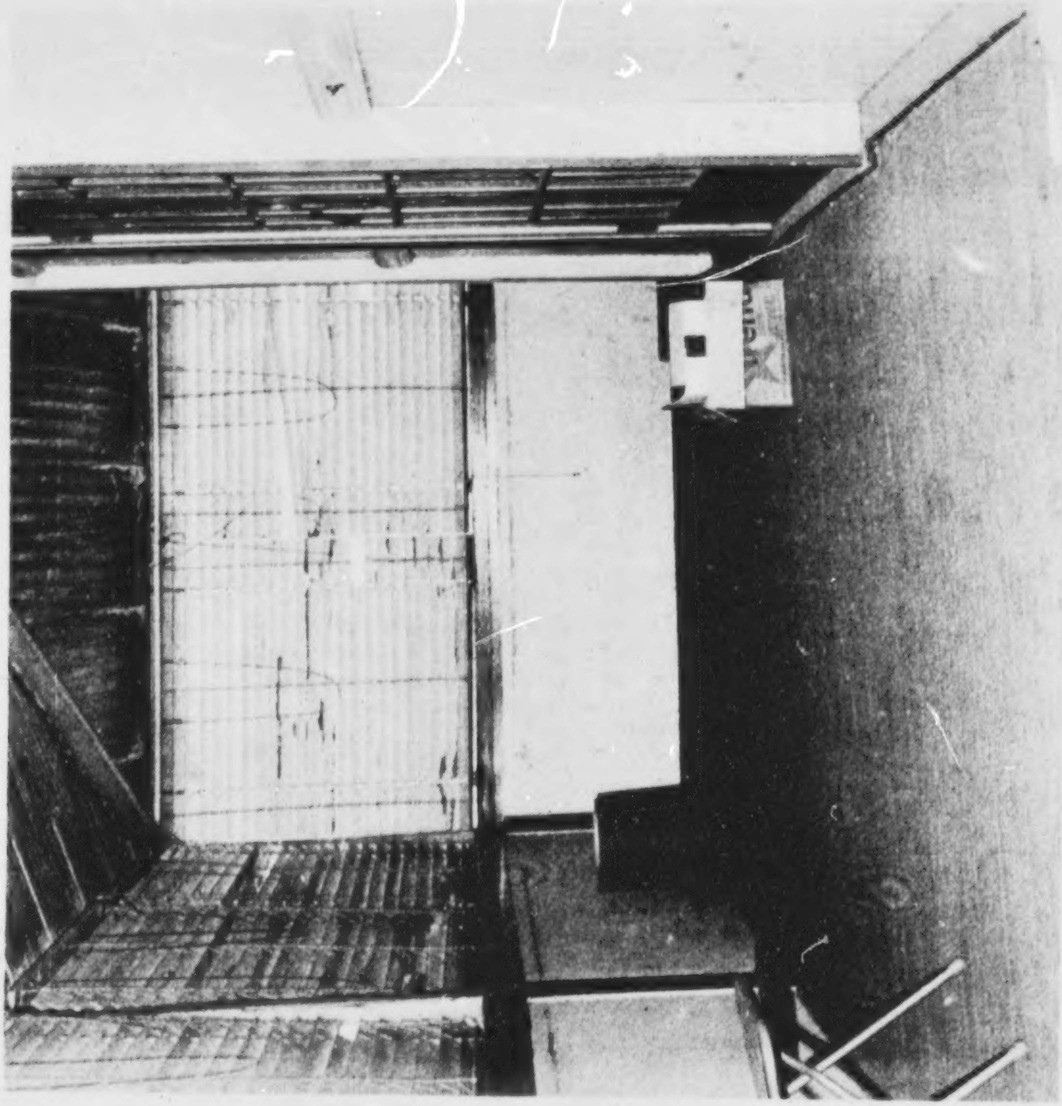

Old Internal Facilities

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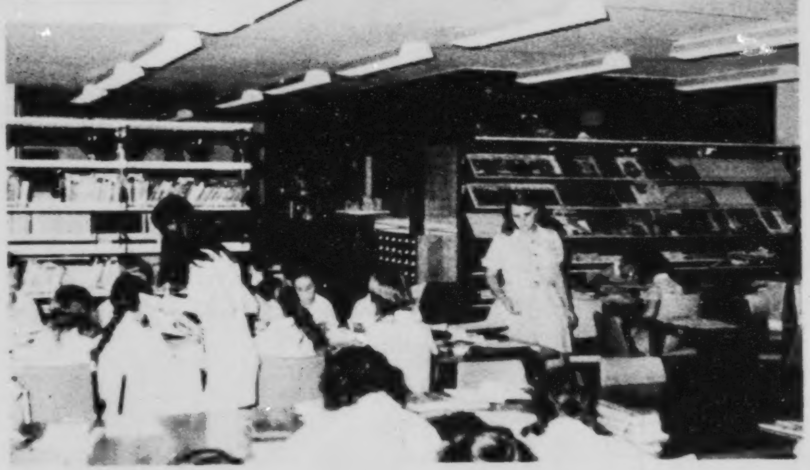

New Internal Facilities

C. Materials Collections

Almost every secondary school in Australia has increased its bookstock and many have added audio-visual materials as a result of the Commonwealth Grant. As shown in Table 3, (page 16), about 20% of the total 1969-71 Grant was spent on materials, and, at the same time, local spending concentrated heavily on increasing collections.

In 637 government schools, as shown in Table 12, the Grant made an average of 0.42 books per student available each year and, while this is a very modest increase by international standards, it has enriched the holdings of most schools to a significant degree.

Table 12. Total Books Bought from Commonwealth Funds in 637 Government Schools (1969-71).

Type of Book	Grand Total	637 Schools $\overline{X}$ Books / School	428,461 Students $\overline{X}$ Books
Fiction	175,066	275	0.41
Non-Fiction	360,984	567	0.84
	536,050	842	1.25, or 0.42 per year

In Figures 3.13 to 3.16, it is shown that the Commonwealth Grant has been responsible for an average improvement in bookstock of 14.3% in government schools and 12.3% in non-government schools during the first triennium.

Once again, 68 government schools with Commonwealth libraries were compared with government school national norms concerning materials collections (Table 13). In every case the Commonwealth libraries have larger collections and the difference is most marked in the audio-visual collections.

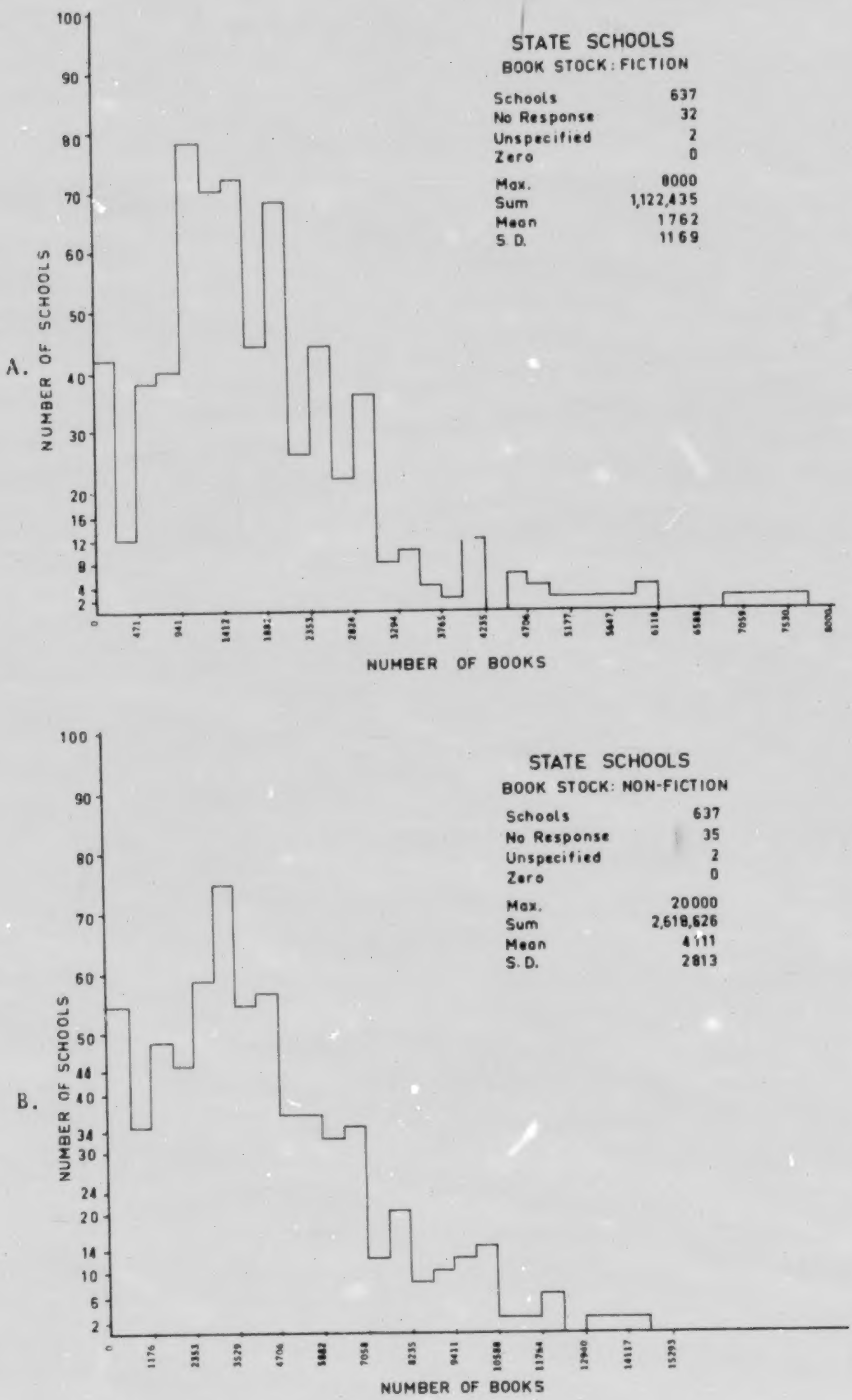
A.
STATE SCHOOLS
BOOK STOCK: FICTION
Schools 637
No Response 32
Unspecified 2
Zero 0
Max. 8000
Sum 1,122,435
Mean 1762
S.D. 1169
NUMBER OF SCHOOLS
100
90
80
70
60
50
40
30
20
16
12
8
4
2
NUMBER OF BOOKS
0
471
941
1412
1882
2353
2824
3294
3765
4235
4706
5177
5647
6118
6588
7059
7530
8000
B.
STATE SCHOOLS
BOOK STOCK: NON-FICTION
Schools 637
No Response 35
Unspecified 2
Zero 0
Max. 20000
Sum 2,618,626
Mean 4111
S.D. 2813
NUMBER OF SCHOOLS
100
90
80
70
60
50
44
40
34
30
24
20
14
10
6
2
NUMBER OF BOOKS
0
1176
2353
3529
4706
5882
7058
8235
9411
10588
11764
12940
14117
15293

Figure 3.13

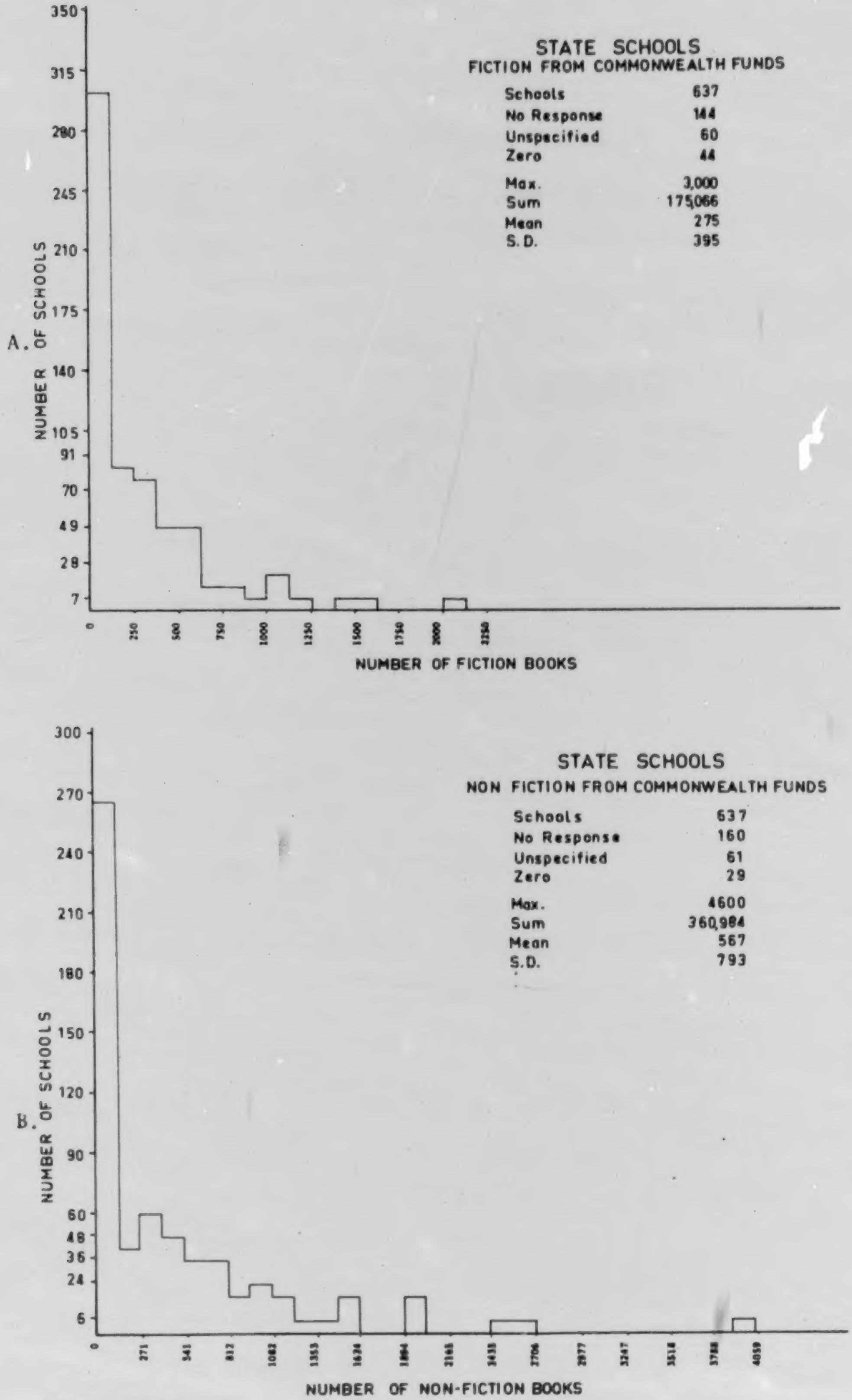
A.
STATE SCHOOLS
FICTION FROM COMMONWEALTH FUNDS
Schools 637
No Response 144
Unspecified 60
Zero 44
Max. 3,000
Sum 175,066
Mean 275
S.D. 395
NUMBER OF SCHOOLS
350
315
280
245
210
175
140
105
91
70
49
28
7
NUMBER OF FICTION BOOKS
0
250
500
750
1000
1250
1500
1750
2000
2250
B.
STATE SCHOOLS
NON FICTION FROM COMMONWEALTH FUNDS
Schools 637
No Response 160
Unspecified 61
Zero 29
Max. 4600
Sum 360,984
Mean 567
S.D. 793
NUMBER OF SCHOOLS
300
270
240
210
180
150
120
90
60
48
36
24
6
NUMBER OF NON-FICTION BOOKS
0
271
541
812
1082
1353
1624
1894
2165
2435
2706
2977
3247
3518
3788
4059

Figure 3.14

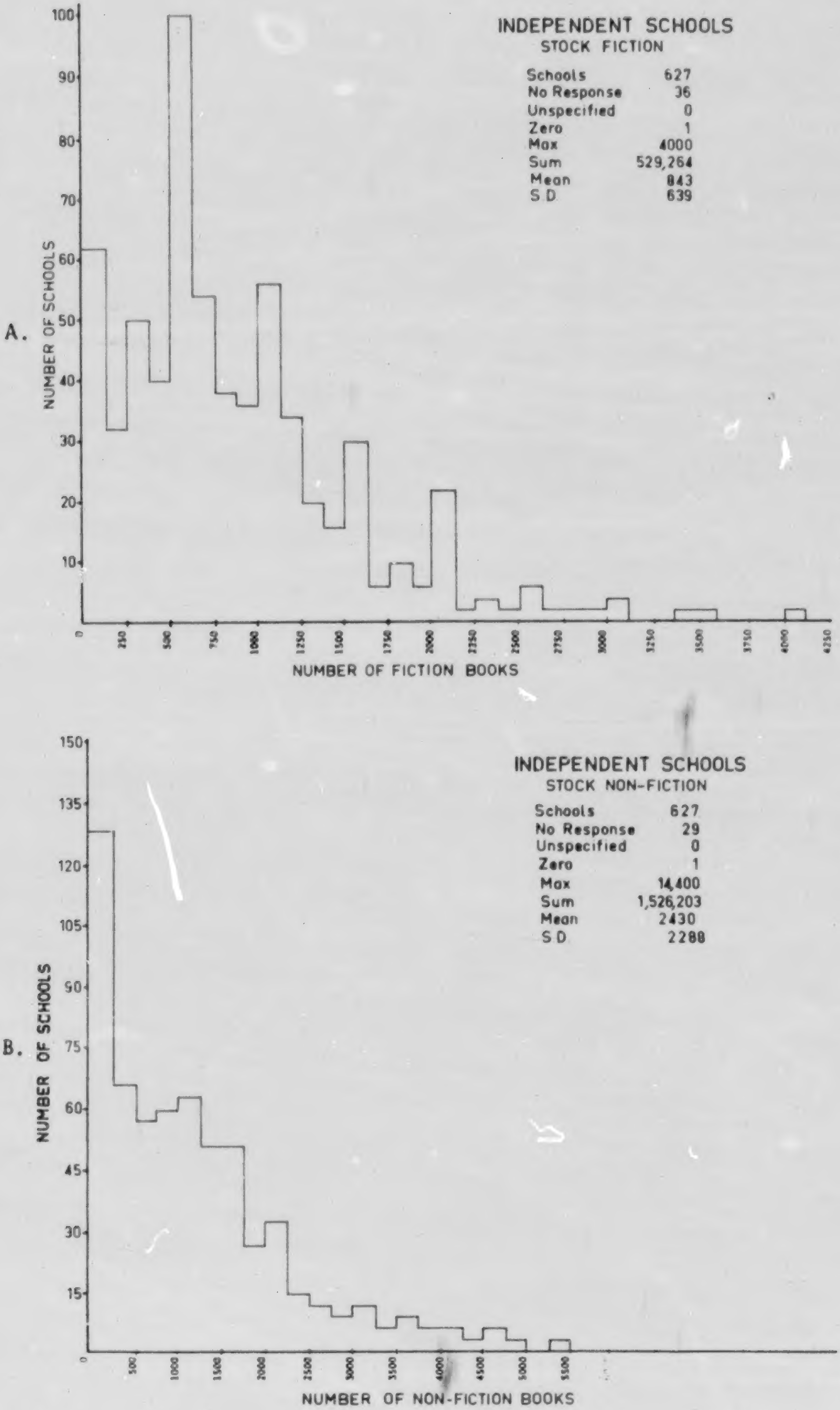
A.
INDEPENDENT SCHOOLS
STOCK FICTION
Schools 627
No Response 36
Unspecified 0
Zero 1
Max 4000
Sum 529,264
Mean 843
S.D. 639
NUMBER OF SCHOOLS
100
90
80
70
60
50
40
30
20
10
0
250
500
750
1000
1250
1500
1750
2000
2250
2500
2750
3000
3250
3500
3750
4000
4250
NUMBER OF FICTION BOOKS
B.
INDEPENDENT SCHOOLS
STOCK NON-FICTION
Schools 627
No Response 29
Unspecified 0
Zero 1
Max 14,400
Sum 1,526,203
Mean 2430
S.D. 2288
NUMBER OF SCHOOLS
150
135
120
105
90
75
60
45
30
15
0
500
1000
1500
2000
2500
3000
3500
4000
4500
5000
5500
NUMBER OF NON-FICTION BOOKS

Figure 3.15

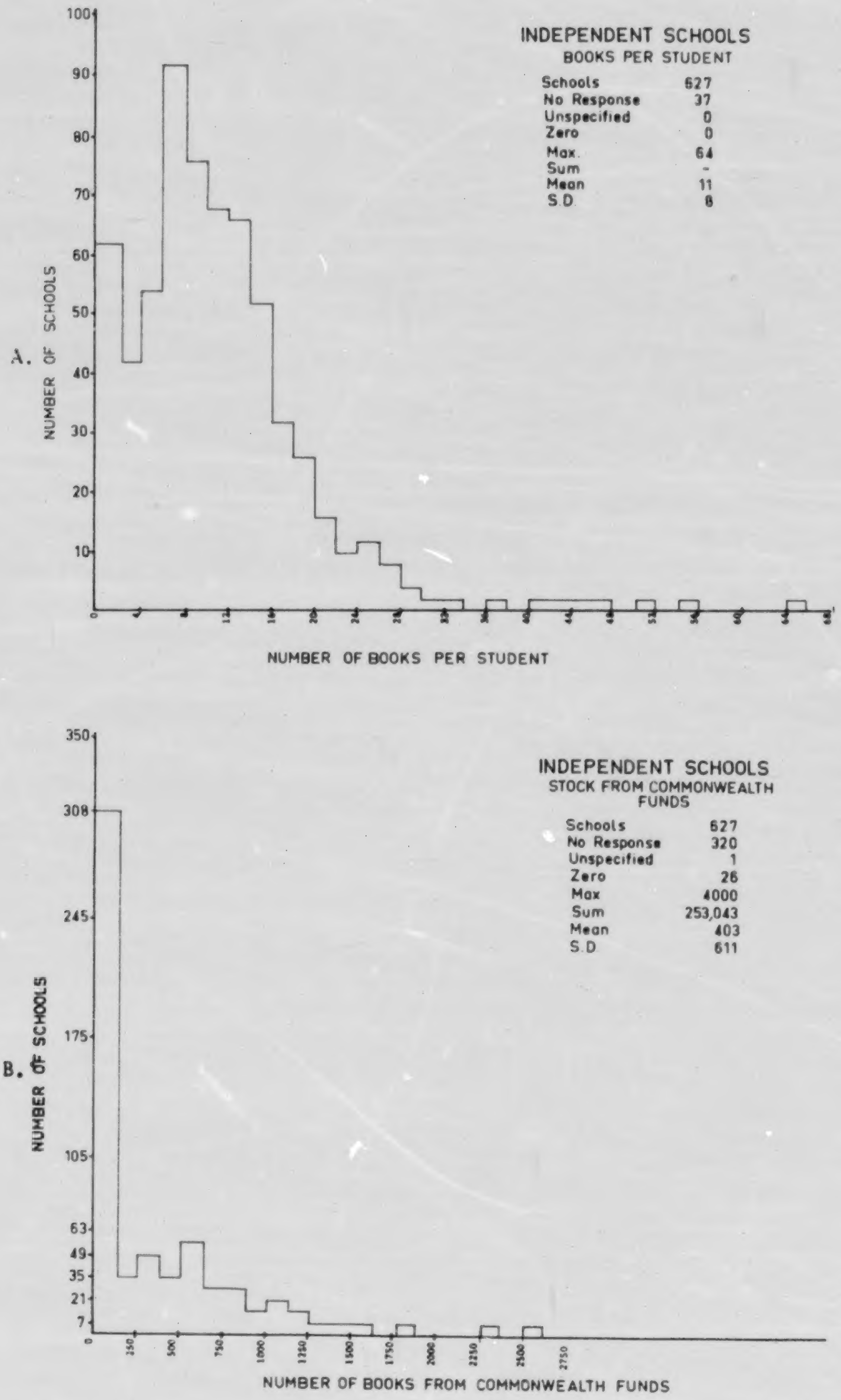
A.
INDEPENDENT SCHOOLS
BOOKS PER STUDENT
Schools 627
No Response 37
Unspecified 0
Zero 0
Max. 64
Sum -
Mean 11
S.D. 8
NUMBER OF SCHOOLS
100
90
80
70
60
50
40
30
20
10
NUMBER OF BOOKS PER STUDENT
B.
INDEPENDENT SCHOOLS
STOCK FROM COMMONWEALTH FUNDS
Schools 627
No Response 320
Unspecified 1
Zero 26
Max 4000
Sum 253,043
Mean 403
S.D. 611
NUMBER OF SCHOOLS
350
308
245
175
105
63
49
35
21
7
0
250
500
750
1000
1250
1500
1750
2000
2250
2500
2750
NUMBER OF BOOKS FROM COMMONWEALTH FUNDS

Figure 3.16

Table 13. Library Stock and Equipment in Commonwealth Libraries Compared to Government School National Norms

	National Norms			Commonwealth Libraries		
	Mean	S.D.	Total	Mean	S.D.	Total
Number of fiction books	1762.064	1168.886	1122435	1915.318	1196.394	126411
Number of non-fiction books	4110.873	2812.927	2618626	5791.455	4025.741	382236
Number of fiction from Commonwealth funds	274.829	394.770	175066	470.515	945.412	31054
Number of non-fiction from " "	566.694	792.861	360984	893.682	1257.236	58983
Number of periodicals in the library	34.887	28.189	22223	45.848	37.913	3026
" newspapers	1.813	1.516	1155	2.167	1.610	143
" charts	14.157	46.618	9018	32.909	123.817	2172
" pictures	46.223	130.636	29444	56.636	158.041	3738
" maps	11.400	59.467	7262	20.379	45.173	1345
" pamphlets	159.560	274.946	101640	241.258	323.395	15923
" slides	88.843	400.467	56593	338.515	770.303	22342
" reeltapes	7.512	25.393	4785	27.894	27.894	1841
" cassette tapes	15.862	31.734	10104	40.030	62.952	2642
" filmstrips	50.741	115.690	32322	92.288	155.679	6091
" records	27.909	39.062	17778	54.379	51.496	3589
Total hours open at lunchtime	3.262	1.193	2078	3.530	1.180	233
" after school	2.185	2.248	1392	4.045	2.738	267
" in the evening	0.535	2.057	341	1.515	3.021	100
Audio-visual equipment in the library	7.159	12.602	4560	21.470	24.579	1417
" elsewhere	9.523	10.548	6066	10.606	13.314	700
" from Commonwealth funds	5.267	10.615	3355	13.758	20.886	908

Even with such large amounts of money being spent on building their collections, most schools are still below the basic standard specified by the published Commonwealth *Standards*. (Table 14)

Table 14. Standards for Bookstock (from Commonwealth Standards).

Adjusted Secondary Enrolment	Recommended Basic Stock	Recommended Size of Collection for adequate Library Service
50	1,000	1,500
100	2,000	3,000
150	3,000	4,500
200	3,000	5,000
250	3,250	5,500
300	3,500	6,000
350	3,750	6,000
400	4,000	6,000
450	4,250	6,800
500	4,500	7,500
550	4,700	8,250
600	4,900	9,000
650	5,100	9,750
700	5,300	10,500
750	5,500	11,260
800	5,700	12,000
850	5,850	12,740
900	6,000	13,500
950	6,150	14,260
1,000	6,300	15,000
1,050	6,450	15,740
1,100	6,600	16,500
1,150	6,750	17,260
1,200	6,900	18,000
1,250 and above	5,700 for the first 800 students and 300 for each additional 100 students for basic stock, and 15 books per student for adequate library service.	

As Figures 3.15 and 3.16, and Table 15 reveal, a total of 639 schools (53%) report bookstocks below "Recommended Basic Stock", and 95 schools (8%) are at or above the "adequate" level.

Table 15. Standard of Bookstock in Secondary Schools (Percentages in brackets).

	Total Schools Responding	Below Recommended Basic	Between Basic and Adequate	At or above Adequate
Government Schools	574	225	301	48
Non-Government Schools	627	414	166	47
TOTALS	1201	639 (53.20%)	467 (38.88%)	95 (7.91%)

Teachers and students have commented on the general lack of resources. In the case studies of 6 school libraries across Australia, 15% of the 1306 students and 12% of the 128 teachers who completed questionnaires complained about the lack of books and indicated that this was one of the things inhibiting them from using the library more than they already do. All of these schools had book stocks above the basic minimum level.

Periodicals are one of the most neglected and underused resources in school libraries. As shown in Figures 3.17 and 3.18, the lack of periodicals is one of the reasons for this. The mean number of periodicals for non-government schools is 15; for government schools 35, (46 in Commonwealth libraries), and fewer than 24 schools have over 100 periodicals. Considering that over 50 periodicals can be obtained free

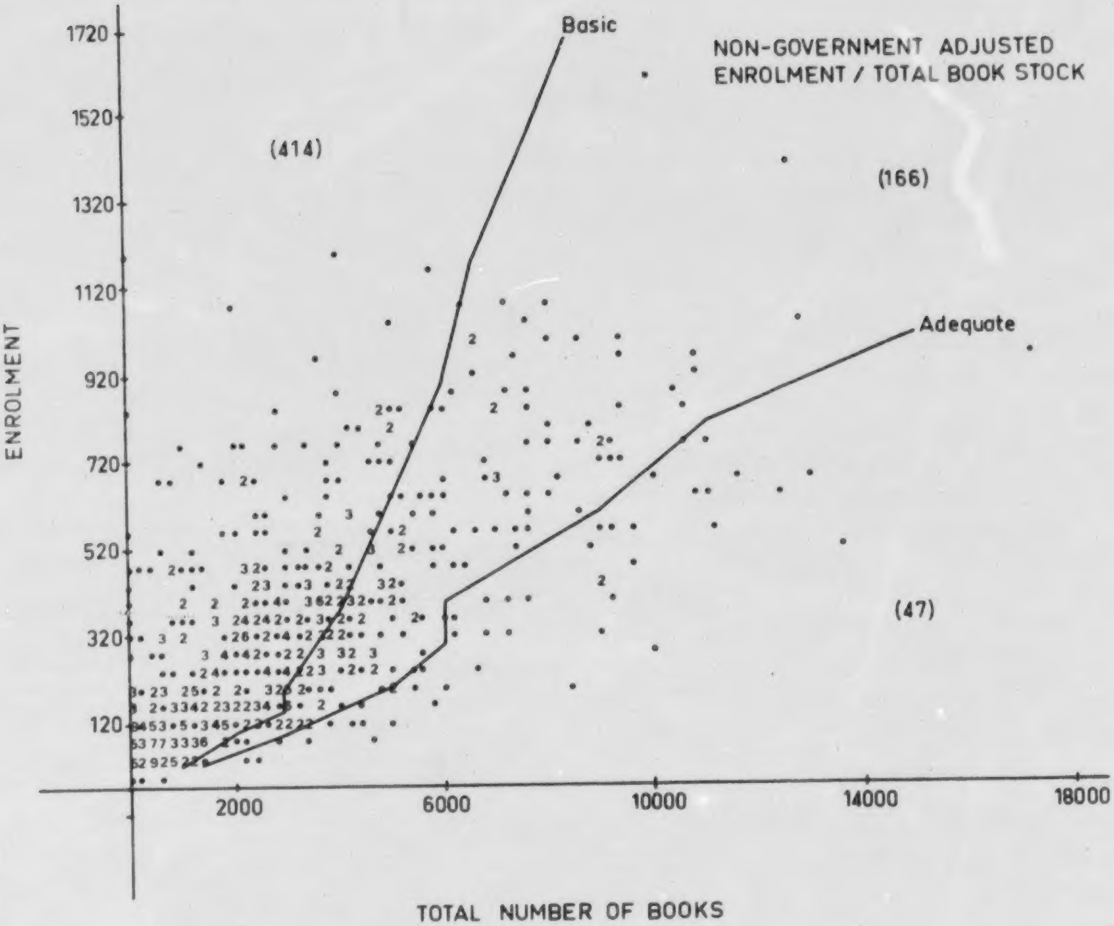
NON-GOVERNMENT ADJUSTED
ENROLMENT / TOTAL BOOK STOCK
Basic
Adequate
(414)
(166)
(47)
ENROLMENT
1720
1520
1320
1120
920
720
520
320
120
2000
6000
10000
14000
18000
TOTAL NUMBER OF BOOKS

Figure 3.17

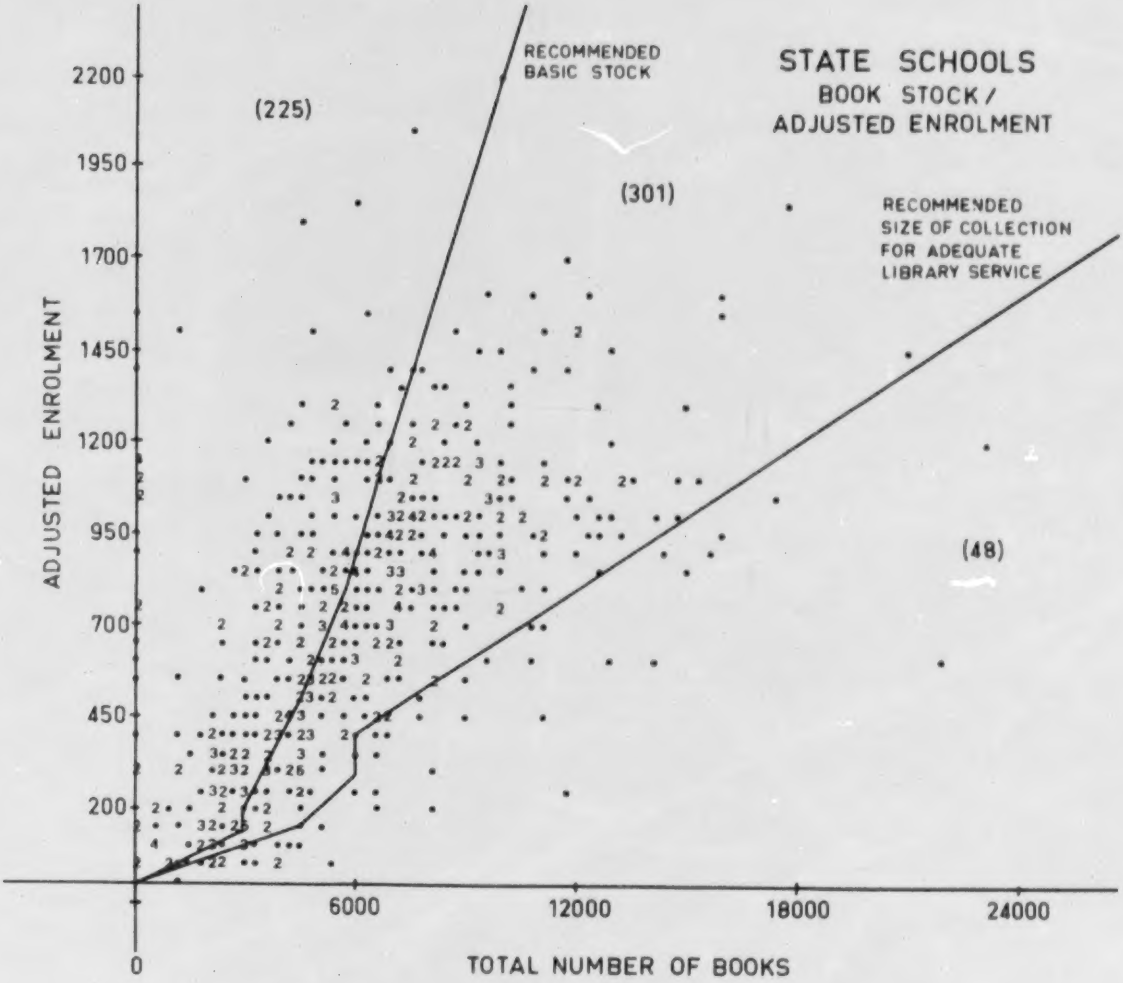
STATE SCHOOLS
BOOK STOCK / ADJUSTED ENROLMENT
RECOMMENDED BASIC STOCK
RECOMMENDED SIZE OF COLLECTION FOR ADEQUATE LIBRARY SERVICE
(225)
(301)
(48)
ADJUSTED ENROLMENT
200
450
700
950
1200
1450
1700
1950
2200
TOTAL NUMBER OF BOOKS
0
6000
12000
18000
24000

Figure 3.18

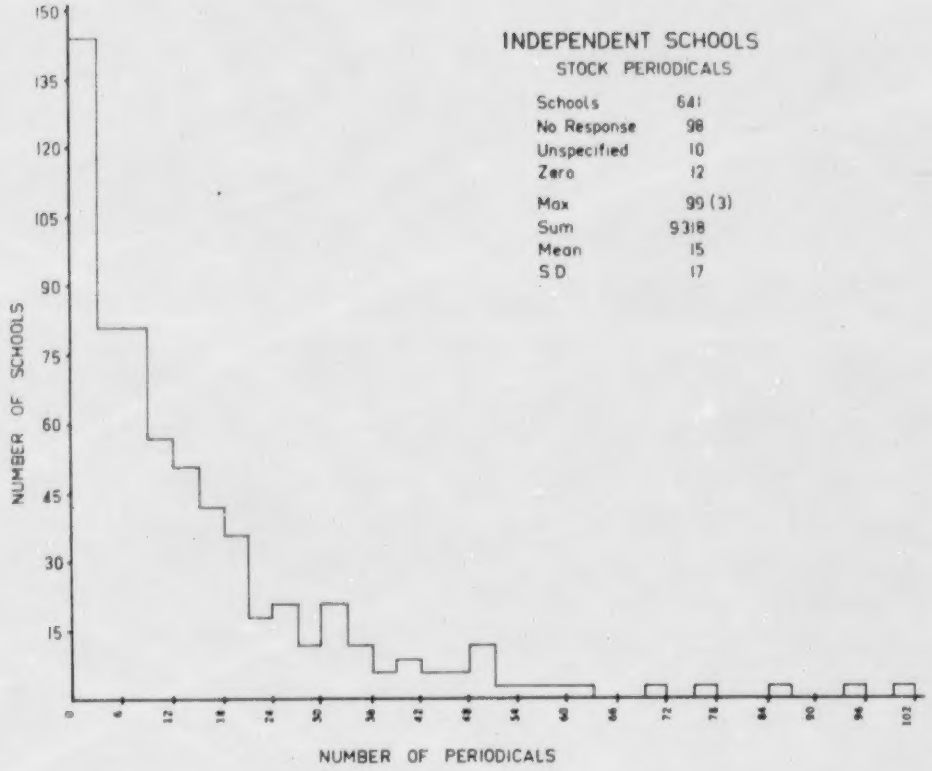
INDEPENDENT SCHOOLS
STOCK PERIODICALS
Schools 641
No Response 98
Unspecified 10
Zero 12
Max 99 (3)
Sum 9318
Mean 15
S D 17
150
135
120
105
90
75
60
45
30
15
NUMBER OF SCHOOLS
0
6
12
18
24
30
36
42
48
54
60
66
72
78
84
90
96
102
NUMBER OF PERIODICALS

Figure 3.19

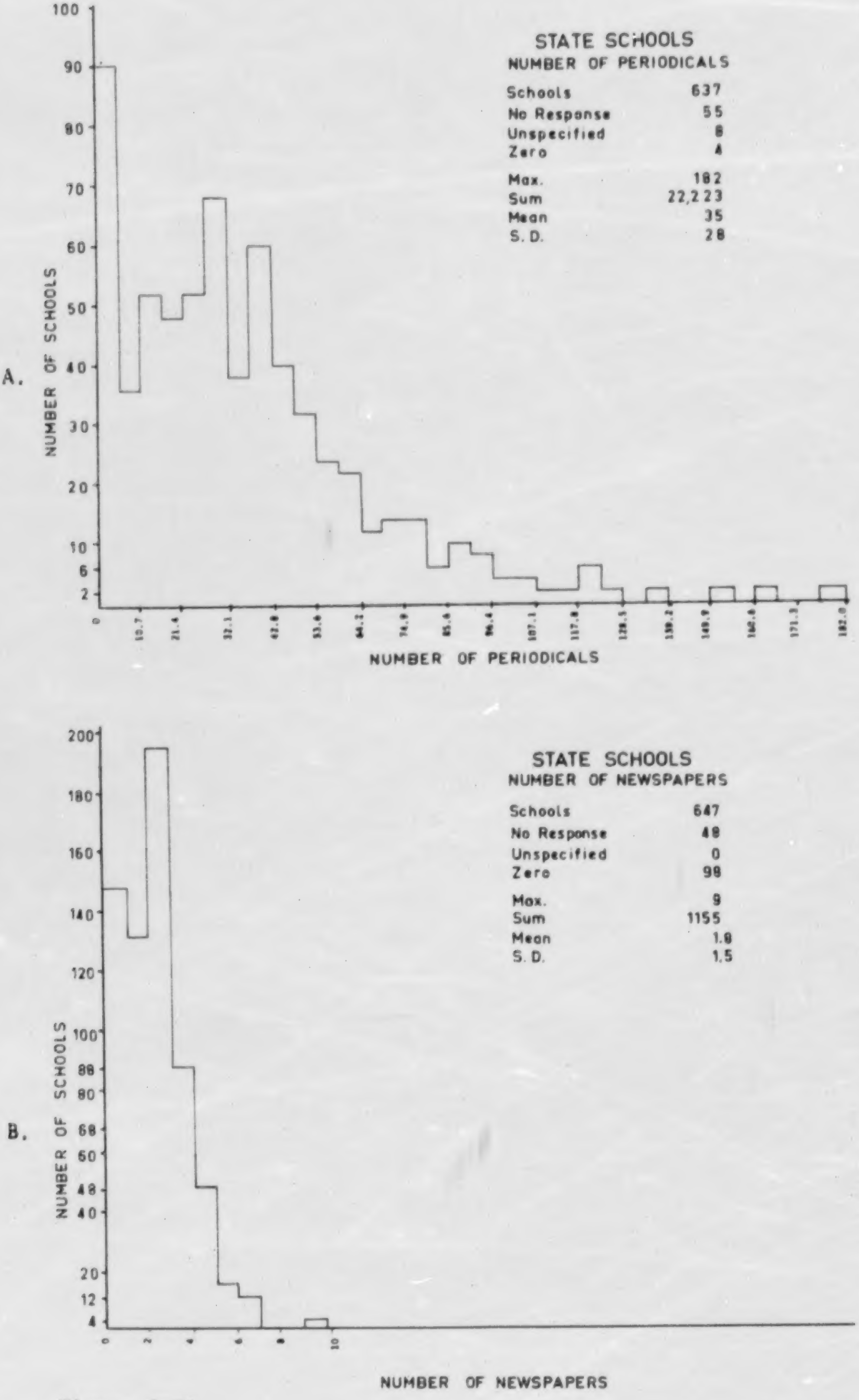
A.
STATE SCHOOLS
NUMBER OF PERIODICALS
Schools 637
No Response 55
Unspecified 8
Zero 4
Max. 182
Sum 22,223
Mean 35
S. D. 28
NUMBER OF SCHOOLS
100
90
80
70
60
50
40
30
20
10
6
2
NUMBER OF PERIODICALS
0
10.7
21.4
32.1
42.8
53.6
64.3
74.9
85.6
96.4
107.1
117.8
128.5
139.2
149.9
160.6
171.3
182.0
B.
STATE SCHOOLS
NUMBER OF NEWSPAPERS
Schools 647
No Response 48
Unspecified 0
Zero 98
Max. 9
Sum 1155
Mean 1.8
S. D. 1.5
NUMBER OF SCHOOLS
200
180
160
140
120
100
88
80
68
60
48
40
20
12
4
NUMBER OF NEWSPAPERS
0
2
4
6
8
10

Figure 3.20

in Australia, this represents a paucity of periodical holdings. Another reason why it is quite rare to see students and teachers using journals and periodicals for their research is that, in general, both teachers and students simply do not appear to know how to go about finding the bit of information they need within the thousands of pages. Most school libraries possess one or more periodical indexes but these are seldom used.

Figures 3.21 and 3.22 indicate that other print materials are not plentiful either.

A recent and accelerating development has been the integration of print and non-print materials within the new libraries. The concept of the school library being just a collection of books has been radically changed in Australia in the past four years: the library is now almost universally accepted as a multi-media resource centre. While it is held that nothing can or should completely replace books, it is now recognized that all carriers of knowledge can be considered legitimate library material.

In every State in Australia, the policy, especially in the new Commonwealth libraries, is towards the integration of print and non-print materials. In most States this process of integration is well under way in practice, even though audio-visual materials are not yet plentiful (Figures 3.23 to 3.26). At least, all the new libraries are planned as potential resource centres with audio-visual storage areas, cable raceways for wiring for various link-ups, wet carrels, and so on.

In South Australia four pilot resource centres were established as experiments to test this integration. In Victoria, two experimental centres have been established at Nunawading High School and Sunshine Technical School to permit some in-depth study of audio-visual materials use. Similar projects are under way in other States also.

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SOUTHEAST
Tradition and Change in Four Societies
An Inquiry Approach
AUDIO VISUAL KIT
DISCOVERERS
North America

Supermarket Shelving

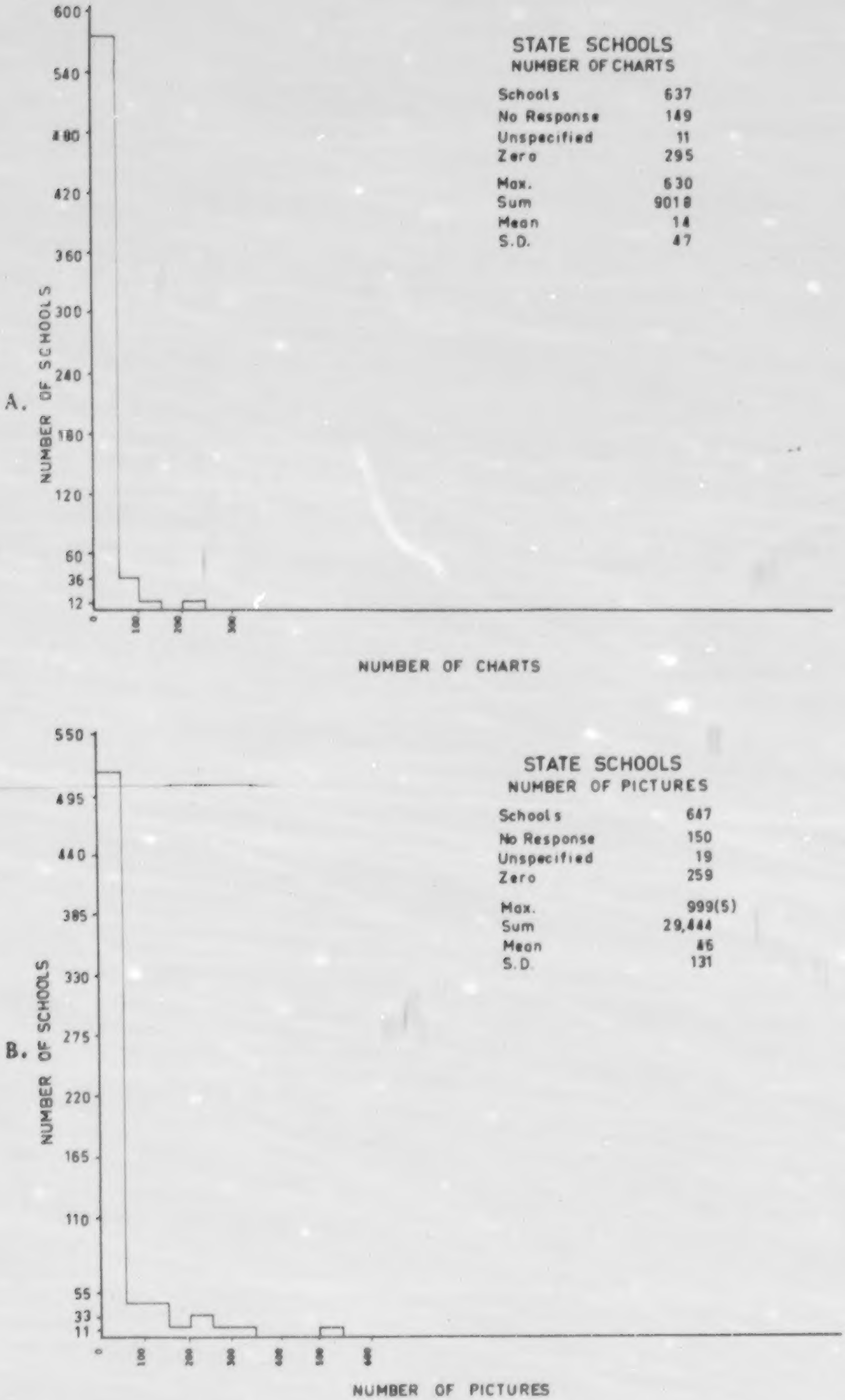
A.
STATE SCHOOLS
NUMBER OF CHARTS
Schools 637
No Response 149
Unspecified 11
Zero 295
Max. 630
Sum 9018
Mean 14
S.D. 47
NUMBER OF SCHOOLS
600
540
480
420
360
300
240
180
120
60
36
12
0
100
200
300
NUMBER OF CHARTS
B.
STATE SCHOOLS
NUMBER OF PICTURES
Schools 647
No Response 150
Unspecified 19
Zero 259
Max. 999(5)
Sum 29,444
Mean 46
S.D. 131
NUMBER OF SCHOOLS
550
495
440
385
330
275
220
165
110
55
33
11
0
100
200
300
400
500
600
NUMBER OF PICTURES

Figure 3.21

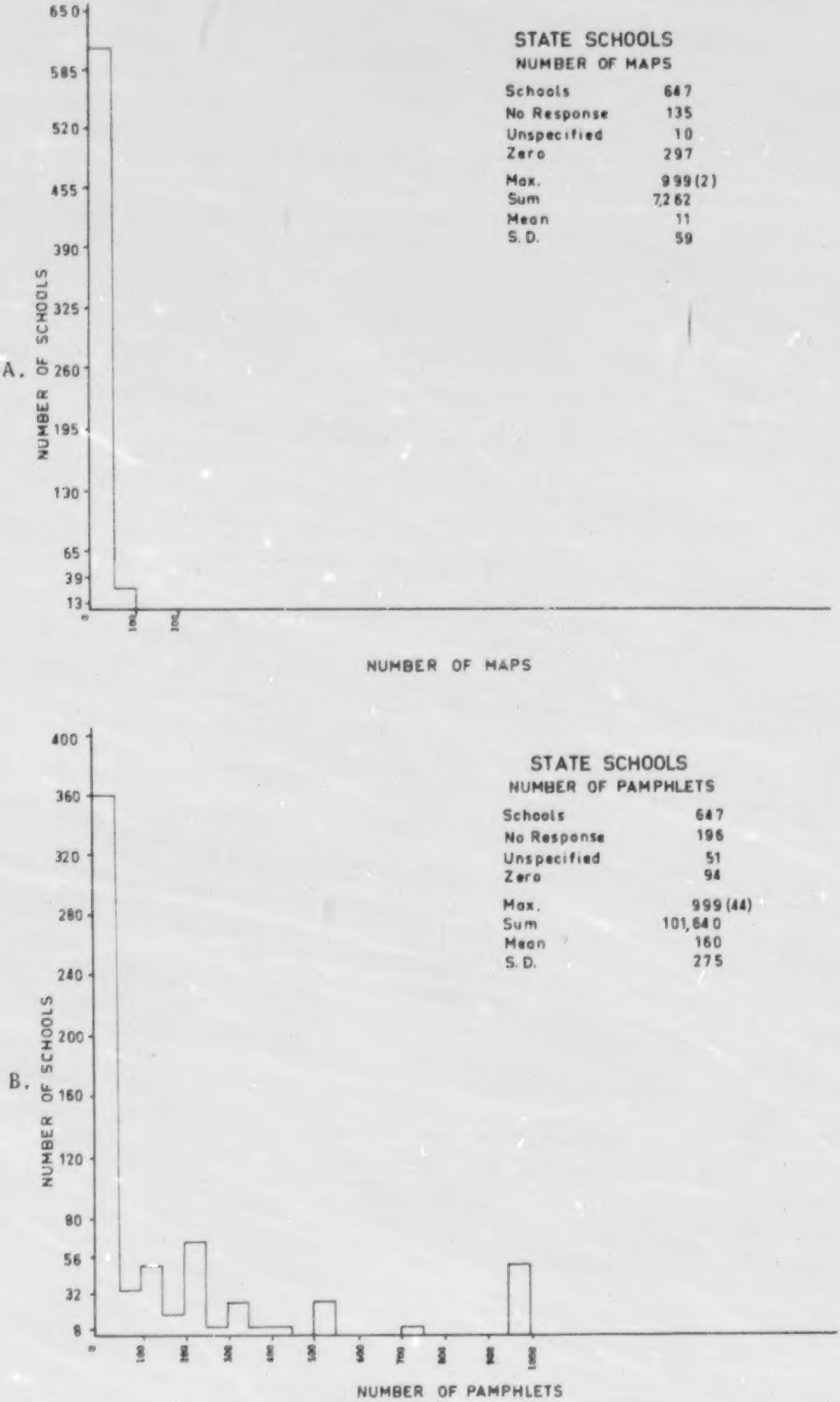
A.
STATE SCHOOLS
NUMBER OF MAPS
Schools 647
No Response 135
Unspecified 10
Zero 297
Max. 999(2)
Sum 7,262
Mean 11
S. D. 59
NUMBER OF SCHOOLS
650
585
520
455
390
325
260
195
130
65
39
13
0
100
200
NUMBER OF MAPS
B.
STATE SCHOOLS
NUMBER OF PAMPHLETS
Schools 647
No Response 196
Unspecified 51
Zero 94
Max. 999(44)
Sum 101,640
Mean 160
S. D. 275
NUMBER OF SCHOOLS
400
360
320
280
240
200
160
120
80
56
32
8
0
100
200
300
400
500
600
700
800
900
1000
NUMBER OF PAMPHLETS

Figure 3.22

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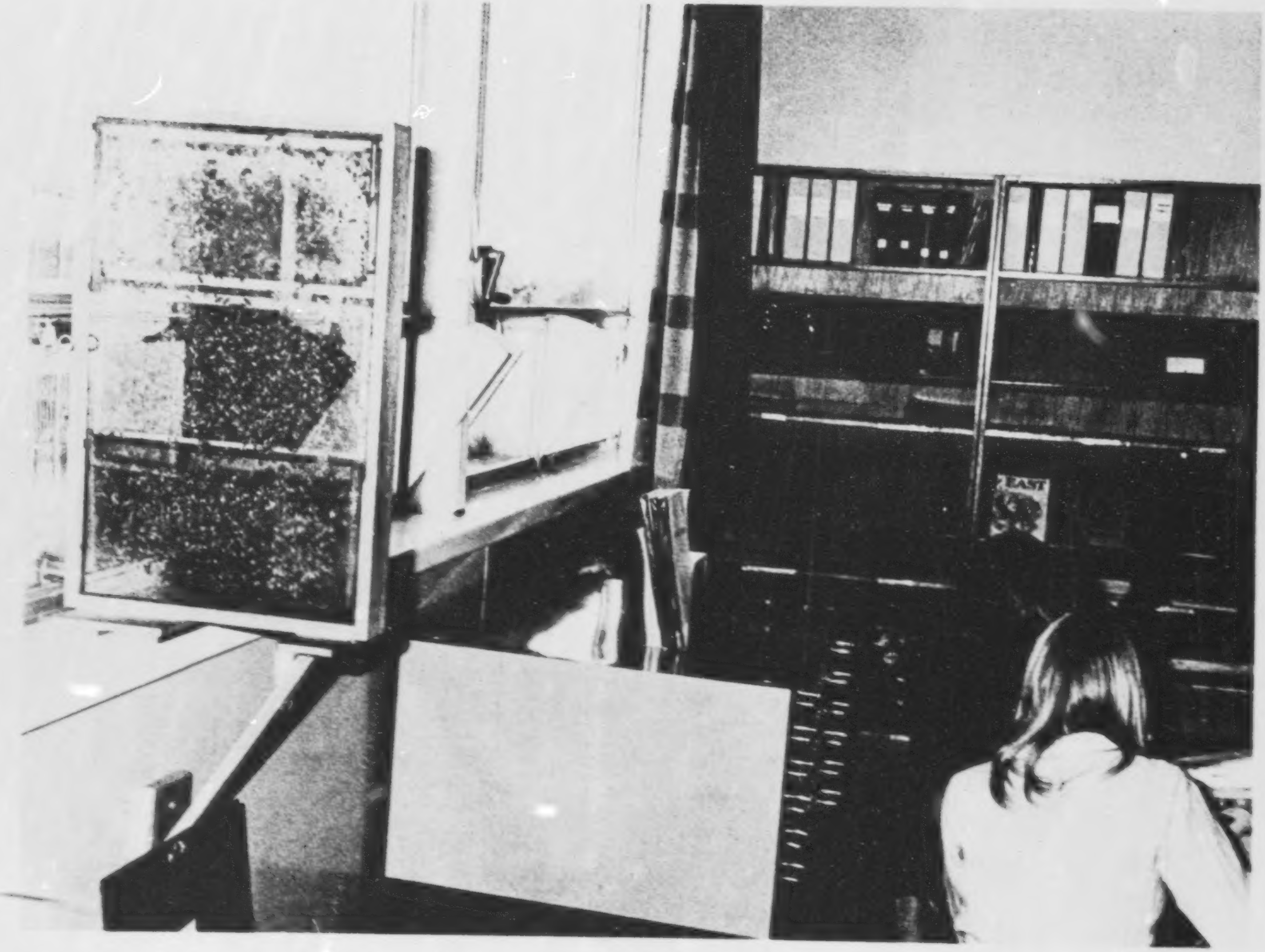
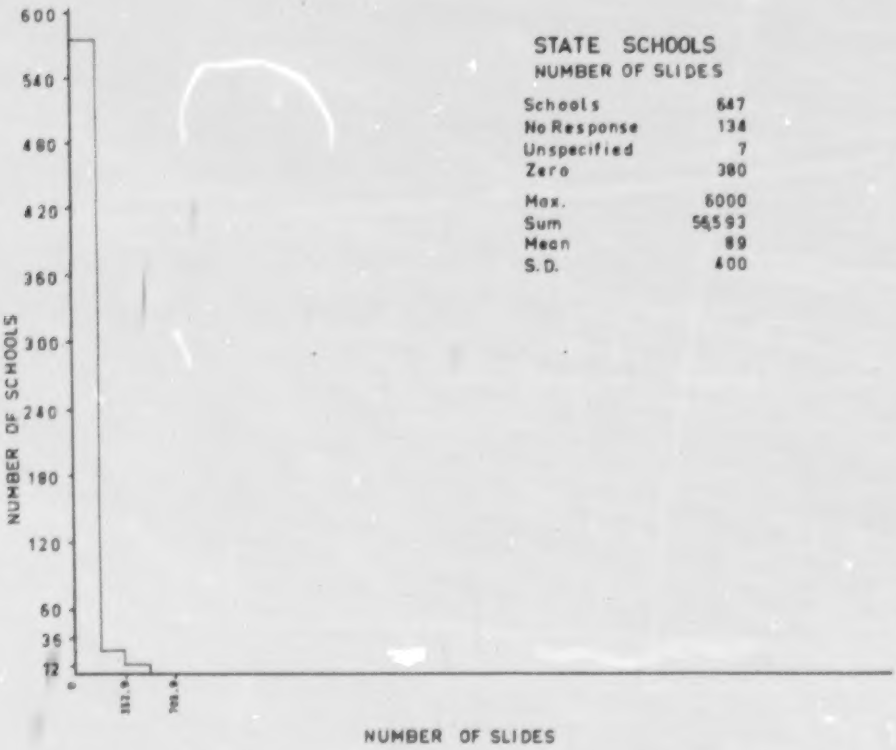


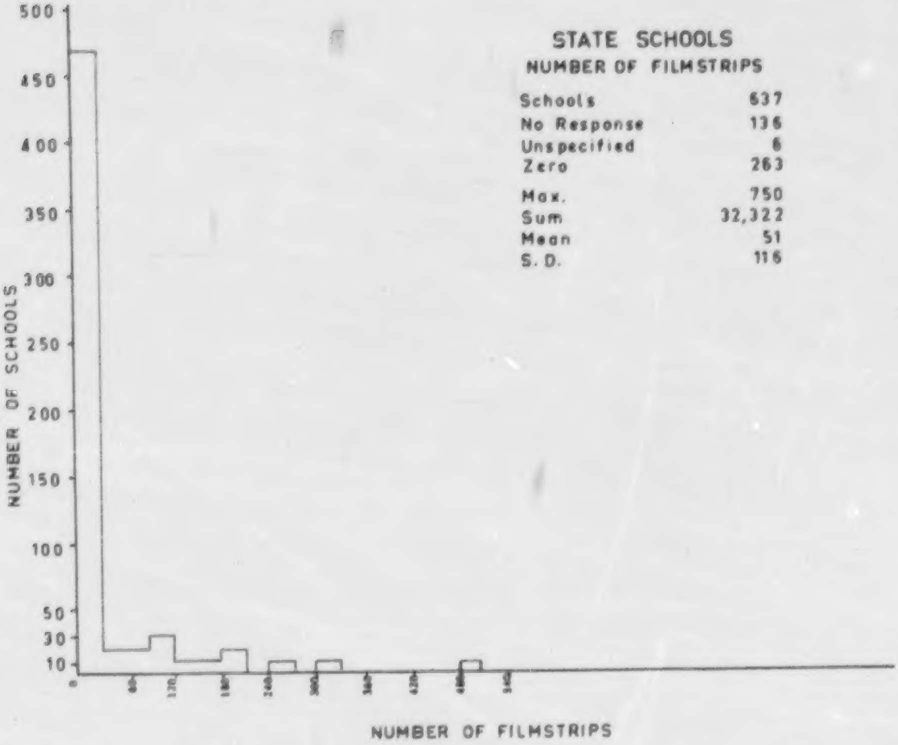
Realia (Bees)

A.



Schools	647
No Response	134
Unspecified	7
Zero	380
Max.	6000
Sum	56,593
Mean	89
S.D.	400

B.



Schools	637
No Response	136
Unspecified	6
Zero	263
Max.	750
Sum	32,322
Mean	51
S. D.	116

Figure 3.23

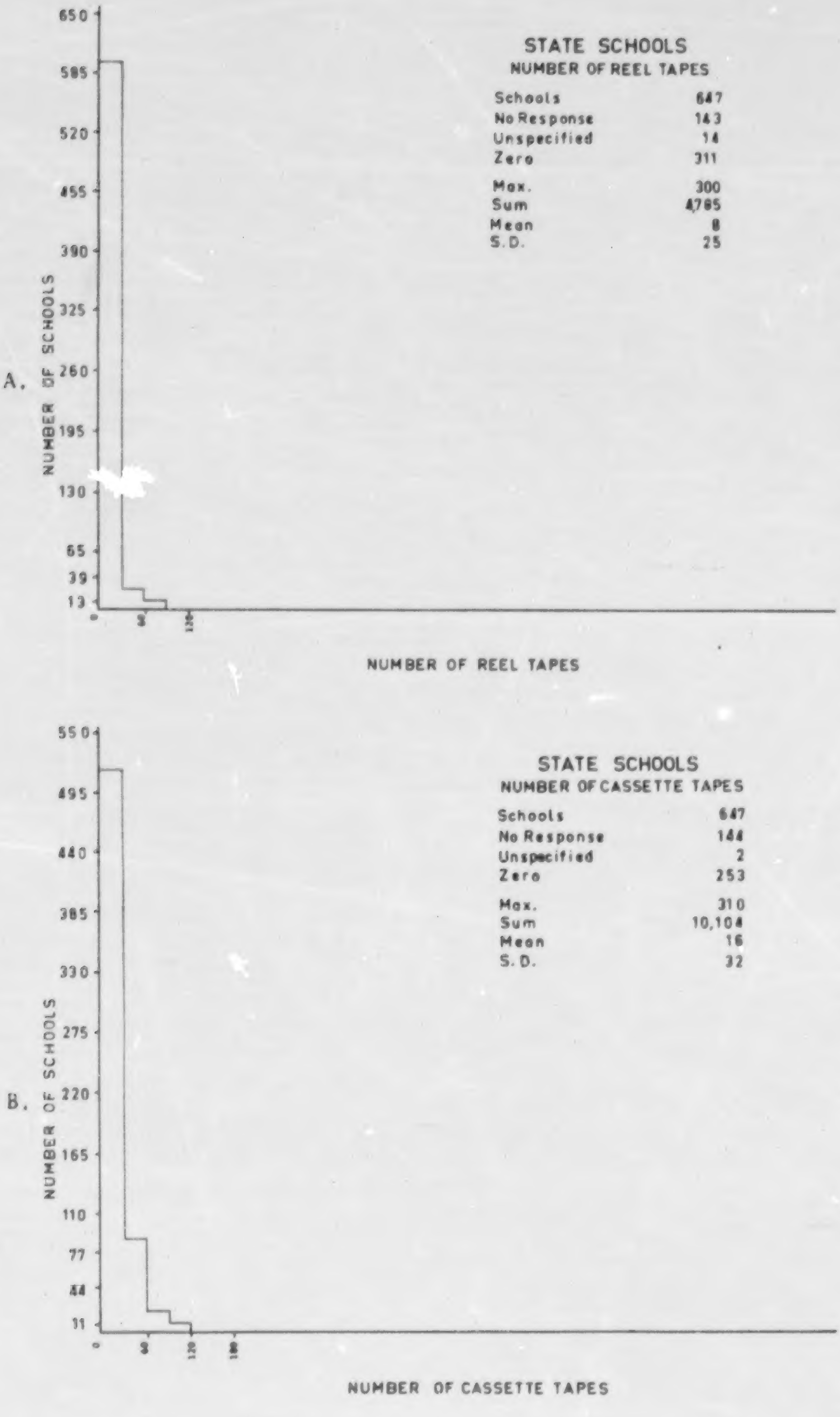

A.
650
585
520
455
390
325
260
195
130
65
39
13
0
60
120
NUMBER OF SCHOOLS
NUMBER OF REEL TAPES
STATE SCHOOLS
NUMBER OF REEL TAPES
Schools 647
No Response 143
Unspecified 14
Zero 311
Max. 300
Sum 4785
Mean 8
S.D. 25
B.
550
495
440
385
330
275
220
165
110
77
44
11
0
60
120
180
NUMBER OF SCHOOLS
NUMBER OF CASSETTE TAPES
STATE SCHOOLS
NUMBER OF CASSETTE TAPES
Schools 647
No Response 144
Unspecified 2
Zero 253
Max. 310
Sum 10,104
Mean 16
S.D. 32

Figure 3.24

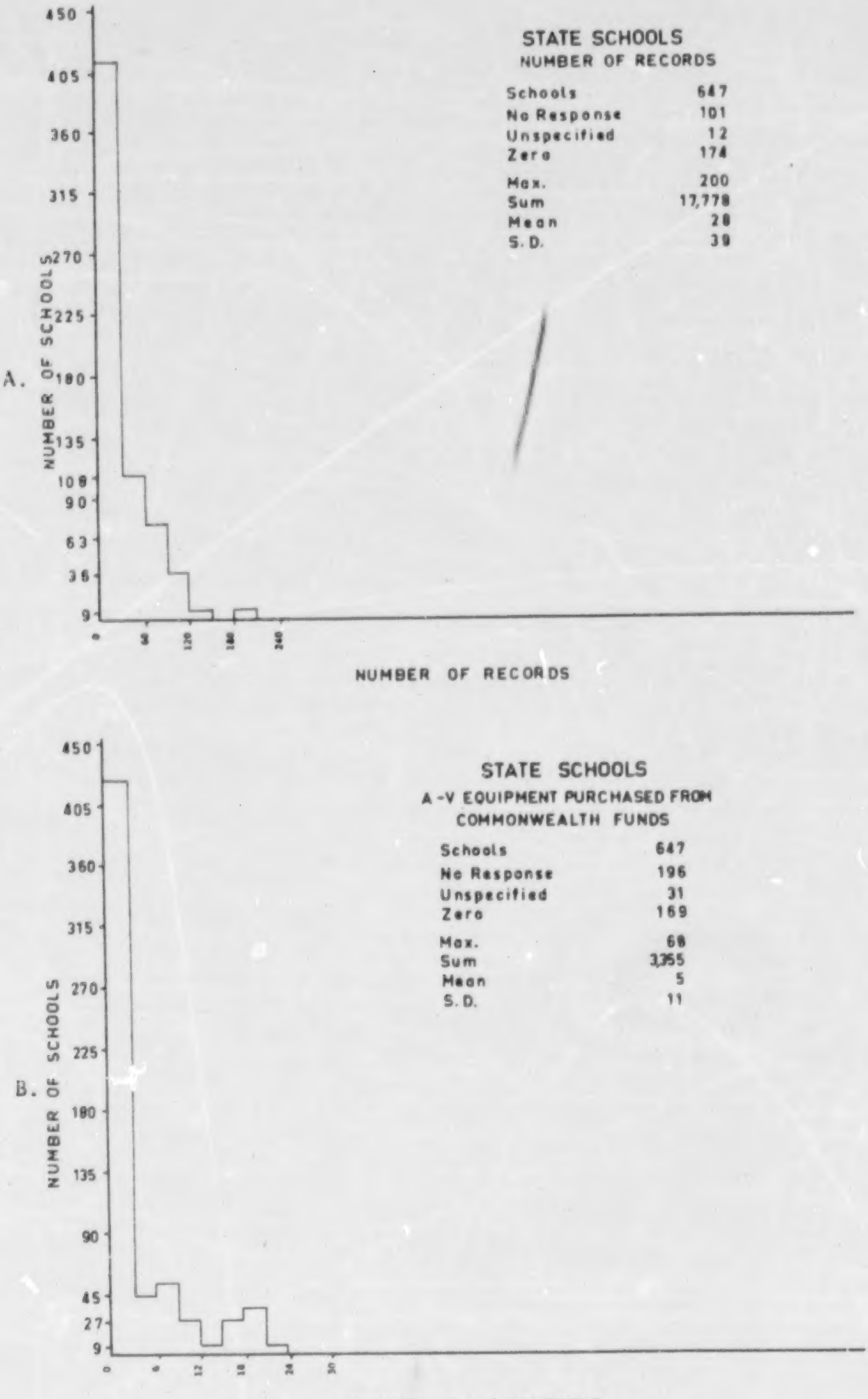

A.
STATE SCHOOLS
NUMBER OF RECORDS
Schools 647
No Response 101
Unspecified 12
Zero 174
Max. 200
Sum 17,778
Mean 28
S.D. 39
NUMBER OF SCHOOLS
450
405
360
315
270
225
180
135
108
90
63
36
9
0
60
120
180
240
NUMBER OF RECORDS
B.
STATE SCHOOLS
A-V EQUIPMENT PURCHASED FROM COMMONWEALTH FUNDS
Schools 647
No Response 196
Unspecified 31
Zero 169
Max. 68
Sum 3,355
Mean 5
S.D. 11
NUMBER OF SCHOOLS
450
405
360
315
270
225
180
135
90
45
27
9
0
6
12
18
24
30
NUMBER OF A-V EQUIPMENT

Figure 3.25

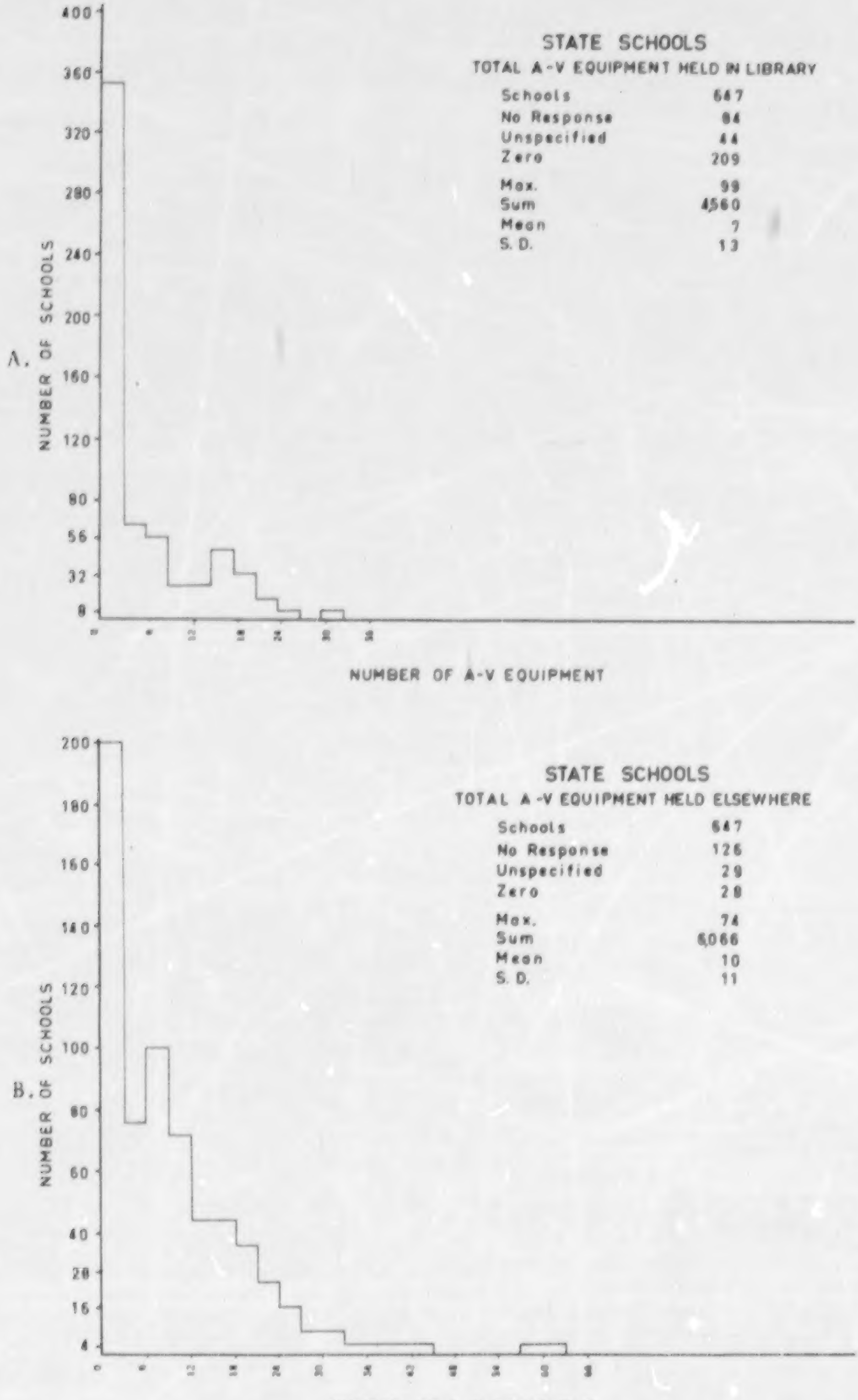

A.
STATE SCHOOLS
TOTAL A-V EQUIPMENT HELD IN LIBRARY
Schools 647
No Response 84
Unspecified 44
Zero 209
Max. 99
Sum 4,560
Mean 7
S. D. 13
NUMBER OF SCHOOLS
400
360
320
280
240
200
160
120
80
56
32
8
NUMBER OF A-V EQUIPMENT
B.
STATE SCHOOLS
TOTAL A-V EQUIPMENT HELD ELSEWHERE
Schools 647
No Response 126
Unspecified 29
Zero 28
Max. 74
Sum 6,066
Mean 10
S. D. 11
NUMBER OF SCHOOLS
200
180
160
140
120
100
80
60
40
28
16
4
NUMBER OF A-V EQUIPMENT

Figure 3.26

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Organizing Audio-Visual

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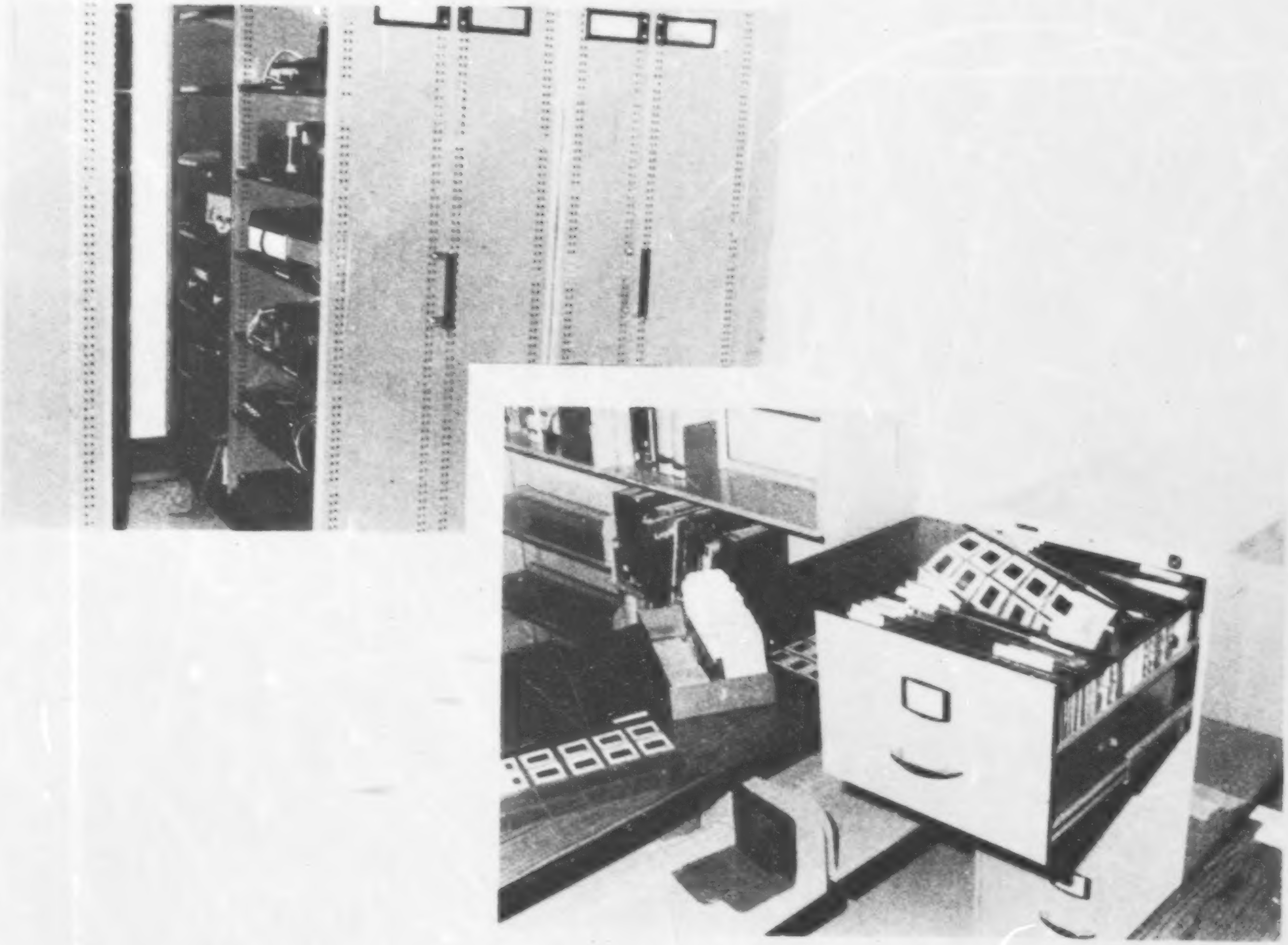
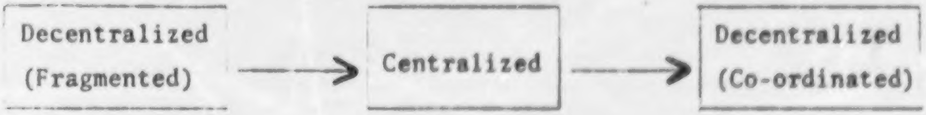


Audio-Visual Storage

Somewhat related to the topic of materials integration is the matter of centralization of a school's collection; that is, the housing and organizing of all resources in one location (a resource centre) rather than having several smaller collections in classrooms or departments throughout the school.

From observation and reports it appears that there are three developmental stages in this respect and they can be summarized as follows:



Most schools seem to experience an early stage of decentralized collections which could be more accurately called fragmentation. Many school libraries have been in this state for many years for several reasons. First, it is natural for teachers to want materials close to hand. Second, there has been no centralizing force such as proper resource centre facilities, adequate staff, or even an awareness that an overall, co-ordinated collection policy may be desirable. Indeed, many schools would claim that they have never had enough materials to worry about.

Third, teachers and subject department heads have been responsible for purchasing and preserving materials for use in their own subject areas. Often the keen teachers have used their own money, or built collections of slides and artifacts from their overseas trips. The small amount of inter-disciplinary communication which has existed has often been competitive, and teachers have rather jealously guarded their possessions - print and non-print. It is no surprise, therefore, that when centralization of resources has occurred, some of these schools have discovered that they own up to five sets of the same edition of a certain encyclopaedia.

Accessibility to these collections favour the teachers. Materials are often kept in a locked press, and students must depend on the teachers either regurgitating what the books say or recommending specific readings. Students learn information location skills by accident, if at all.

Economically this arrangement is impractical because of wastage through loss and duplication. Furthermore, because of the lack of a co-ordinated materials collection program, schools in this stage spend less on materials.

Centralization of collections, the second stage, has been one of the most significant results of the establishment of new Commonwealth libraries. This move has been the result, also, of the appointment of full-time library staff who have been charged with the responsibility of organizing and, generally, keeping track of almost all teaching and learning resources in the school. Some of these new teacher-librarians have gone about this task with a zeal which has struck terror in the hearts of many teachers who have been, in some cases, reluctant to see all of their hard work placed in one huge melting pot. In general, however, when the teacher-librarian has shown that he can command trust and ensure security of the materials, teachers accept the enormous advantages of centralization, and, finally, when the school receives a new Commonwealth library, teachers usually do not resist centralization. Even their personal materials may be loaned to the resource centre. At one state high school, for example, the staff discovered that among them they had approximately 20,000 35 mm slides from almost every part of Australia and the world. To establish a slide collection in the new Commonwealth library, the staff offered their slides, the principal his slides and camera, and the teacher-librarian borrowed a slide copying attachment. At a minimal cost the school library now has a superb, organized slide collection available to students and staff.

Due to centralization of existing resources, schools have not only been surprised at what already exists on the premises, but have also managed to get more value out of previous investments.

This stage of centralization seems necessary, mainly to establish controls and services, for without organization, retrieval is severely inhibited. It is unfortunate, however, that occasionally some school library programs get stuck at this stage, and even carry it to the extreme of limiting all use of the materials to the resource centre premises only. This is not common, however, and fairly liberal borrowing policies are generally held to be essential to an effective library program. (Figures 3.47 to 3.57).

The third stage of co-ordinated decentralization, of services more than materials, has been fully realized in only a few school library programs. As described in the brief submitted by the South Australian Education Department:

> "The fillip that Commonwealth assistance has given to the status of libraries and librarians has made the promotion of the school library as the centre of the school, and by implication therefore, the repository of all media, somewhat less necessary than before. Indeed, in schools which have well-established Resource Centres the next developmental stage seems to be the library's extension _into_ the classroom and all the other activities of the school. Restrictions on the use of media to the precincts of the Centre itself will only inhibit material usage. Of course this development pre-supposes a sufficiently large stock to maintain an adequate basic collection in the main library when large bulk loans are made available elsewhere in the school."

There is a fine line, or rather several fine lines, between the final state of decentralization and the first. These lines are the organized services, procedures and communication links which characterize an effective library program.

There is no question of the necessity of centralized controls and keys, but in this final stage there may be, as a result of physical necessity, the need for certain materials and equipment to be located, _not_ scattered, throughout the school, but all need to be co-ordinated centrally so that they can be retrieved by the library staff, at least, when needed.

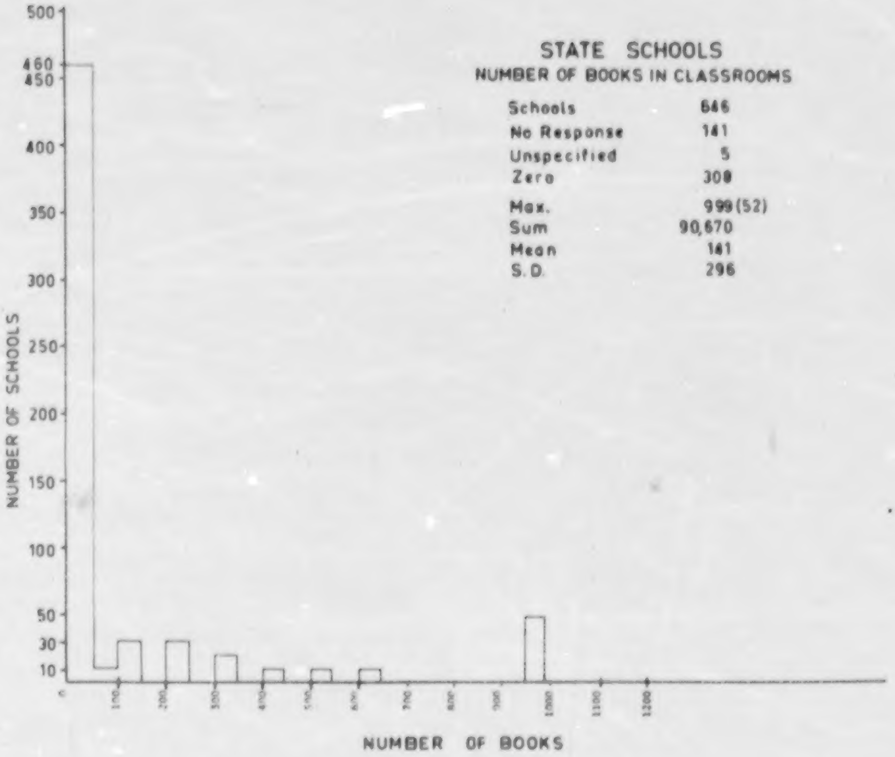

STATE SCHOOLS
NUMBER OF BOOKS IN CLASSROOMS
Schools 646
No Response 141
Unspecified 5
Zero 308
Max. 999 (52)
Sum 90,670
Mean 141
S.D. 296
NUMBER OF SCHOOLS
500
460
450
400
350
300
250
200
150
100
50
30
10
0
100
200
300
400
500
600
700
800
900
1000
1100
1200
NUMBER OF BOOKS

Figure 3.27

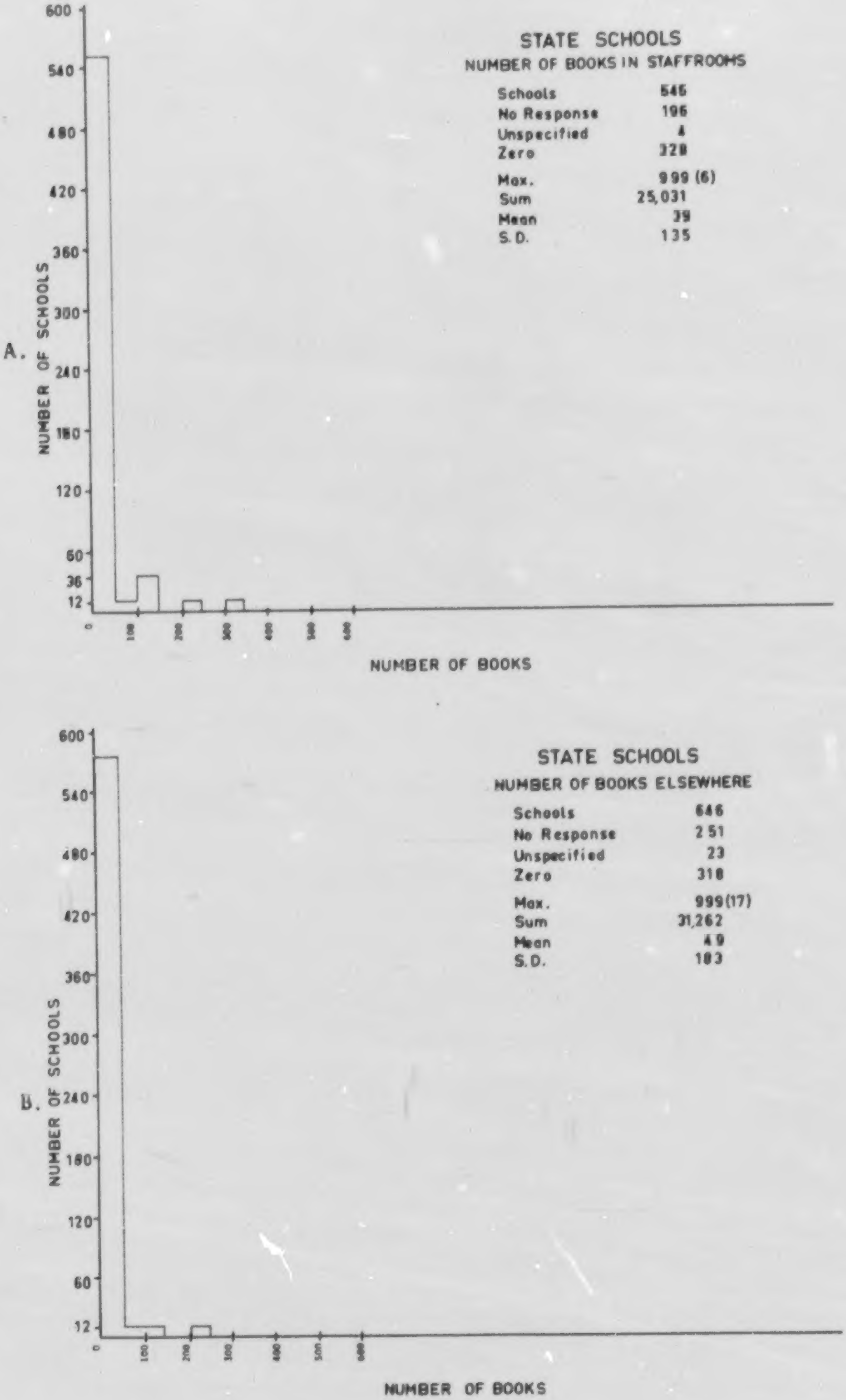

A.
STATE SCHOOLS
NUMBER OF BOOKS IN STAFFROOMS
Schools 646
No Response 196
Unspecified 4
Zero 328
Max. 999 (6)
Sum 25,031
Mean 39
S.D. 135
NUMBER OF SCHOOLS
600
540
480
420
360
300
240
180
120
60
36
12
0
100
200
300
400
500
600
NUMBER OF BOOKS
B.
STATE SCHOOLS
NUMBER OF BOOKS ELSEWHERE
Schools 646
No Response 251
Unspecified 23
Zero 318
Max. 999(17)
Sum 31,262
Mean 49
S.D. 183
NUMBER OF SCHOOLS
600
540
480
420
360
300
240
180
120
60
12
0
100
200
300
400
500
600
NUMBER OF BOOKS

Figure 3.28

The cause-and-effect connection between the Commonwealth Grant and the provision of improved libraries and materials is, then, relatively easy to establish, particularly in the case of buildings. In order to check on the knowledge of school personnel concerning the contribution of the Commonwealth, we asked a sample of 128 teachers, most of whom had lived through the receipt of a Grant, to comment upon changes in library "collections" that had occurred. The distribution of replies is shown in Table 16.

Table 16. Opinions of Teachers with Respect to Changes in Collections, following a Commonwealth Grant. (Percentages)

	To a great extent 1	2	To a limited extent 3	4	Not at all 5	Don't know	No Response
1. The collection of printed materials in my teaching field has been strengthened.	28	17	28	7	4	2	14
2. The collection of audio-visual materials in my teaching field has been strengthened.	26	14	18	8	16	5	13
3. The collection of professional materials for teachers has been strengthened.	17	13	30	6	13	6	15
4. The changes in the library collection can be attributed to the Commonwealth Libraries Grant	30	14	16	5	2	20	14

It is not surprising that over 40 per cent of respondents reported that the increased collections could be attributed to the Commonwealth Grant at the highest levels. That 3 per cent could answer "not at all", and a further 23 per cent could say they did not know is probably the result of teachers being highly conditioned to avoid the logical fallacy, *post hoc ergo propter hoc*. Most of those who made "no response" were those who had arrived at the schools only recently and who had no personal before-and-after data upon which to base their judgements.

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Cataloguing

D. Staff

Perhaps the most important "facility" of libraries is the cadre of qualified staff employed within them. In this respect the Commonwealth Government has allocated a small sum each year for the sponsoring of some short specialist courses or seminars in library training, but the main burden of staff training has been taken up by the State Education Departments.

In general, the picture concerning this matter is not rosy. If it is assumed that those in charge of school libraries should have triple qualifications - viz., preparation for and experience in teaching, training in librarianship and university training - the results from the survey of 631 Government secondary schools might give rise to concern (Tables 17, 18 and 19; Figures 3.29 to 3.41).

Notes concerning Tables 17 to 19:

1. These responses are from 631 government secondary schools throughout Australia.
2. Secondary Department, or "High Tops" are not all included.
3. "Part registration" means at least 3 L.A.A. registration papers or equivalent.
4. Short "in-service" library training courses, crash courses and seminars were ignored, but substantial courses of 6 months or more (300+ hours) were counted and referred to as "short library courses".
5. "University subjects" means at least 3 subjects, but detail in this area is incomplete since the respondents often did not indicate the number, if any, university subjects.
6. (a) The "Full" column refers to the person in charge of the library and is on full-time library duties.
   (b) The "Part" Column refers to the person in charge of the library but is only on part-time duty.
   (c) The "#2" Column refers to the person who is "second in command" who may be full or part-time.
   (d) "Other staff" refers to support staff regardless of duties, etc. but not including volunteer students or adults.

Table 17. Qualifications of Library Staff in 631 Government Schools.

(Percentages in brackets)

	Full Time	Part Time	# 2 Person	Other Staff	TOTAL
A. Degree; Teacher Training; L.A.A. Registration or equivalent.	13	1	-	1	15 (1.58%)
B. Degree; Teacher Training; Short library course, part. Registration.	1	3	-	-	4 (0.42%)
C. Degree; Teacher Training; short library course.	45	15	9	-	69 (7.27%)
D. Degree; Teacher Training; part Registration or equivalent.	27	4	7	2	40 (4.21%)
E. Degree; Teacher Training.	57	41	43	26	167 (17.60%)
F. Degree; Registration or equivalent.	7	-	3	2	12 (1.26%)
G. Degree; Part Registration or equivalent.	18	5	13	7	43 (4.53%)
H. Degree.	7	10	17	16	50 (5.27%)
I. Registration or equivalent.	8	2	4	6	20 (2.11%)
J. University subjects; Teacher Training; Registration.	-	-	-	-	- -
K. University subjects; Teacher Training; Part Registration or equivalent.	-	2	-	-	2 (0.21%)
L. University subjects; Teacher Training; short library course.	7	2	2	-	11 (1.16%)
M. University subjects; Teacher Training; short library course; part Reg.	1	-	-	-	1 (0.11%)

Table 17 (Continued).

	Full Time	Part Time	# 2 Person	Other Staff	TOTAL
N.University subjects; Teacher Training.	3	1	4	0	8 (0.84%)
O.Teacher Training; short library course; Part Registration.	1	1	1	-	3 (0.32%)
P.Teacher Training; Registration or equivalent.	15	3	3	1	22 (2.32%)
Q.Teacher Training; short library course.	46	24	12	3	85 (8.96%)
R.Teacher Training; Part Registration or equivalent.	22	10	12	1	45 (4.74%)
S.Teacher Training only (or Supply B teacher).	54	57	64	30	205 (21.60%)
T.University subjects; Registration or equivalent.	-	-	-	-	- -
U.University subjects; part Registration or equivalent.	2	1	-	-	3 (0.32%)
V.University subjects.	-	-	3	3	6 (0.63%)
W.Part Registration.	18	11	15	23	67 (7.06%)
X.No qualifications in any of 3 fields.	25	7	23	16	71 (7.48%)
	377	200	235	137	949

Table 18. Summary 1 of Table 17.

	PERSON IN CHARGE		Second in Command	Support Staff	TOTAL
	Full Time	Part Time			
1. Total number of library staff reported in 631 schools.	377	200	235	137	949
2. Number of qualified "teacher-librarians".	121	47	25	5	198 (20.86%)
3. Number of "teacher-librarians" if only librarianship qualifications recognised by the L.A.A. are accepted.	28	4	3	2	37 (3.89%)
4. Number 3 above is broken down as: Degree, Teacher-training, L.A.A. Registration or equivalent;	13	1	-	1	15 (1.58%)
Teacher-training, L.A.A. Registration or equivalent......	15	3	3	1	22 (2.31%)

Table 19. Summary 2 of Table 17.

	PERSON IN CHARGE		Second in Command	Support Staff	TOTAL
	Full Time	Part Time			
1. *Some* training in three fields; i.e. university, teacher-training and librarianship.	94	27	18	3	142 (14.96%)
2. Teacher training and *some* training in librarianship.	84	38	28	5	155 (16.33%)
3. *Some* tertiary studies and *some* training in librarianship.	27	6	16	9	58 (6.11%)
4. Some tertiary studies and teacher training.	60	42	47	26	175 (18.44%)
5. Trained or partly trained in *one field only*: Tertiary	7	10	20	19	56 (5.90%)
Librarianship	16	13	19	29	87 (9.16%)
Teacher training	54	57	64	30	205 (21.60%)
6. No formal qualifications in any of these fields.	25	7	23	16	71 (7.48%)
TOTALS	377	200	235	137	949

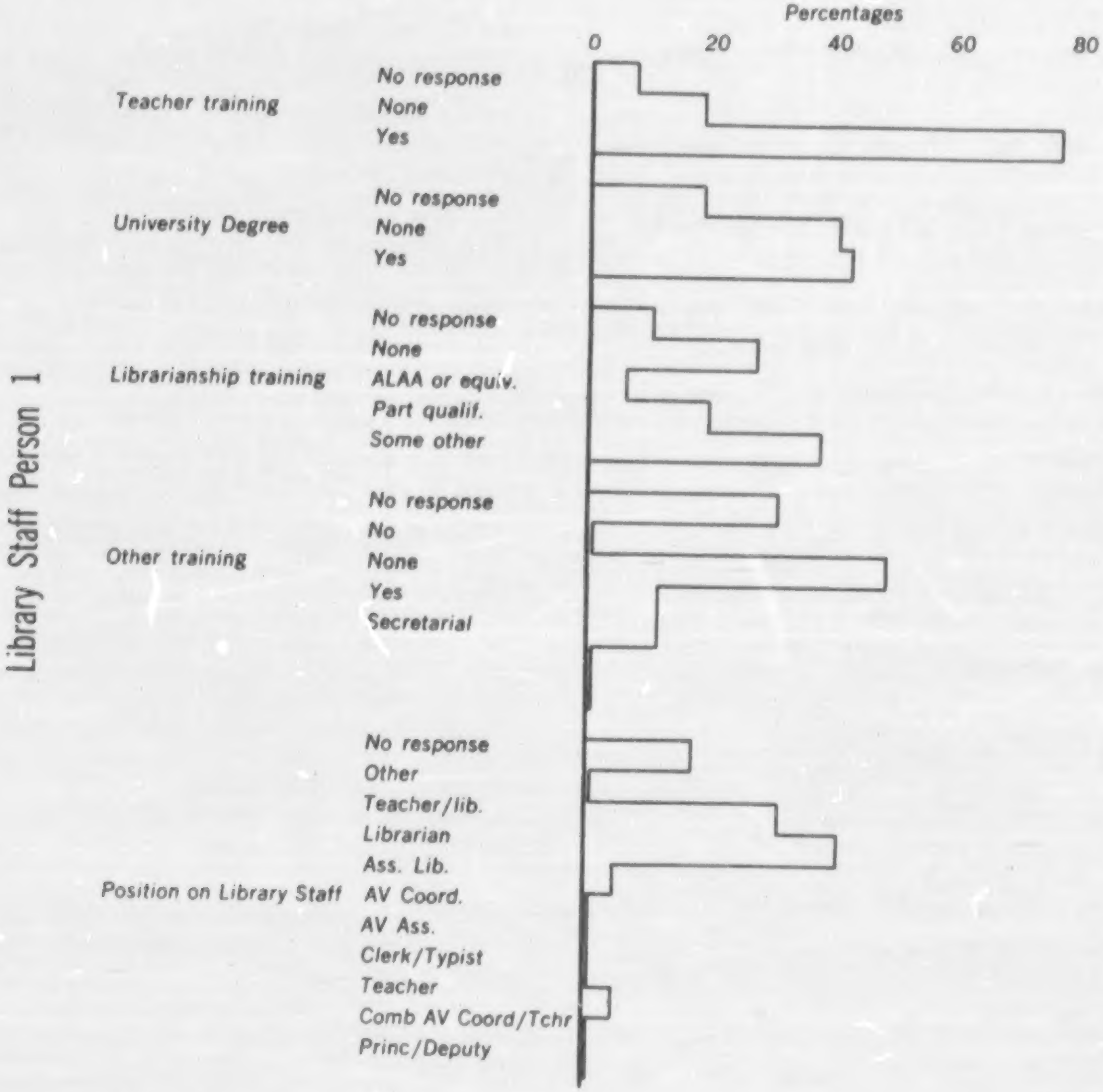


Figure 3.29 State Schools

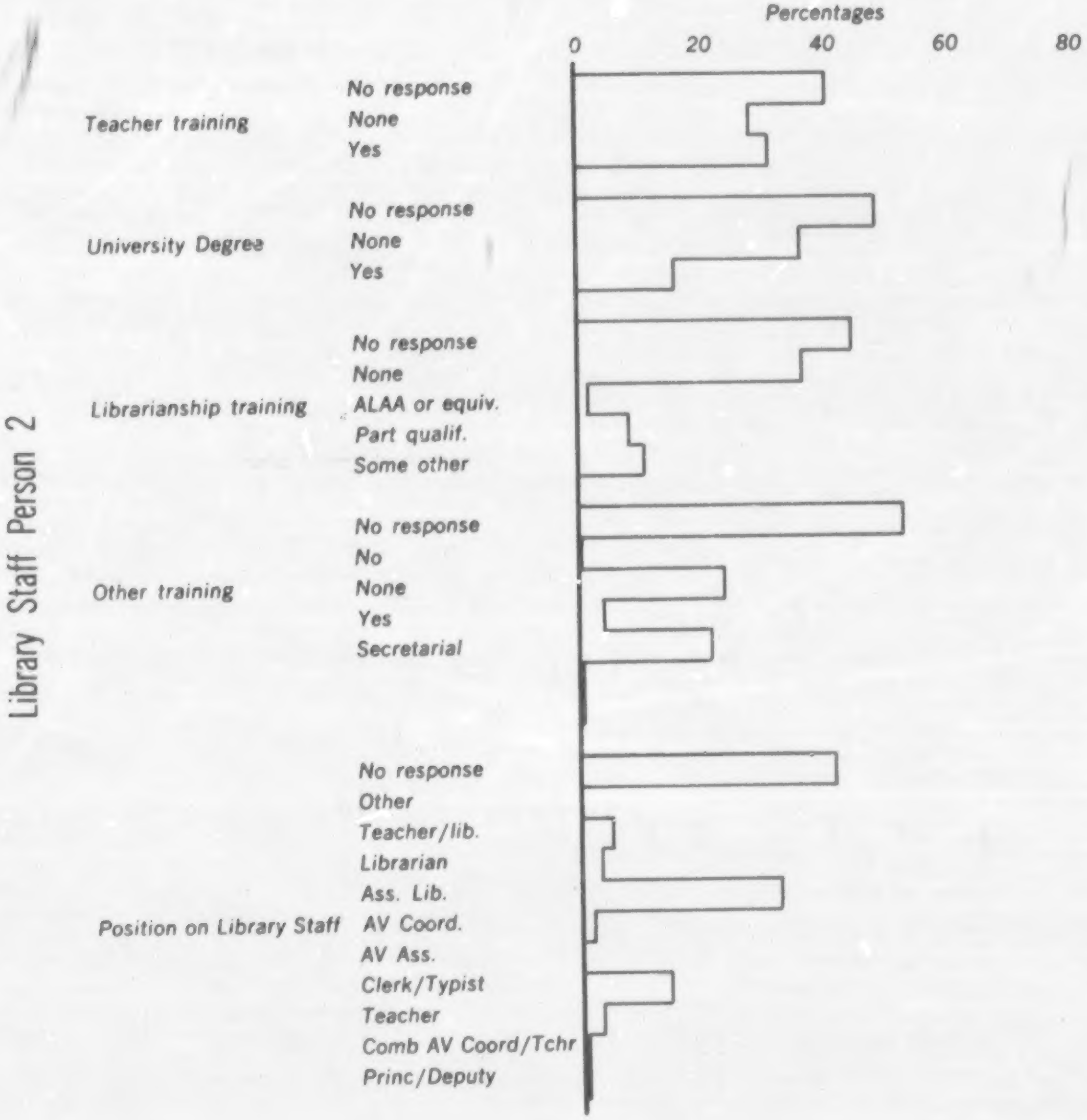


Figure 3.30 State Schools

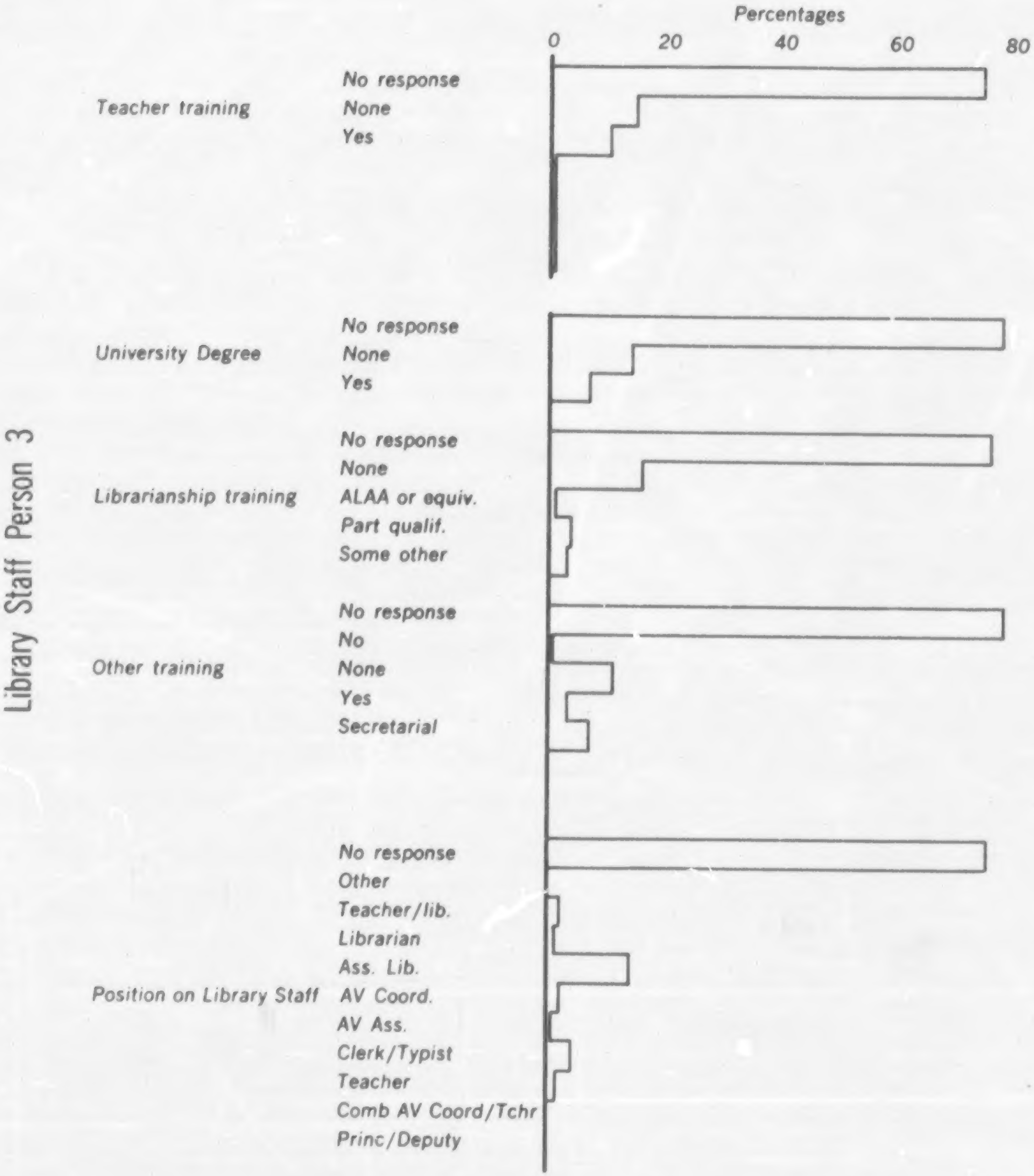


Figure 3.31 State Schools

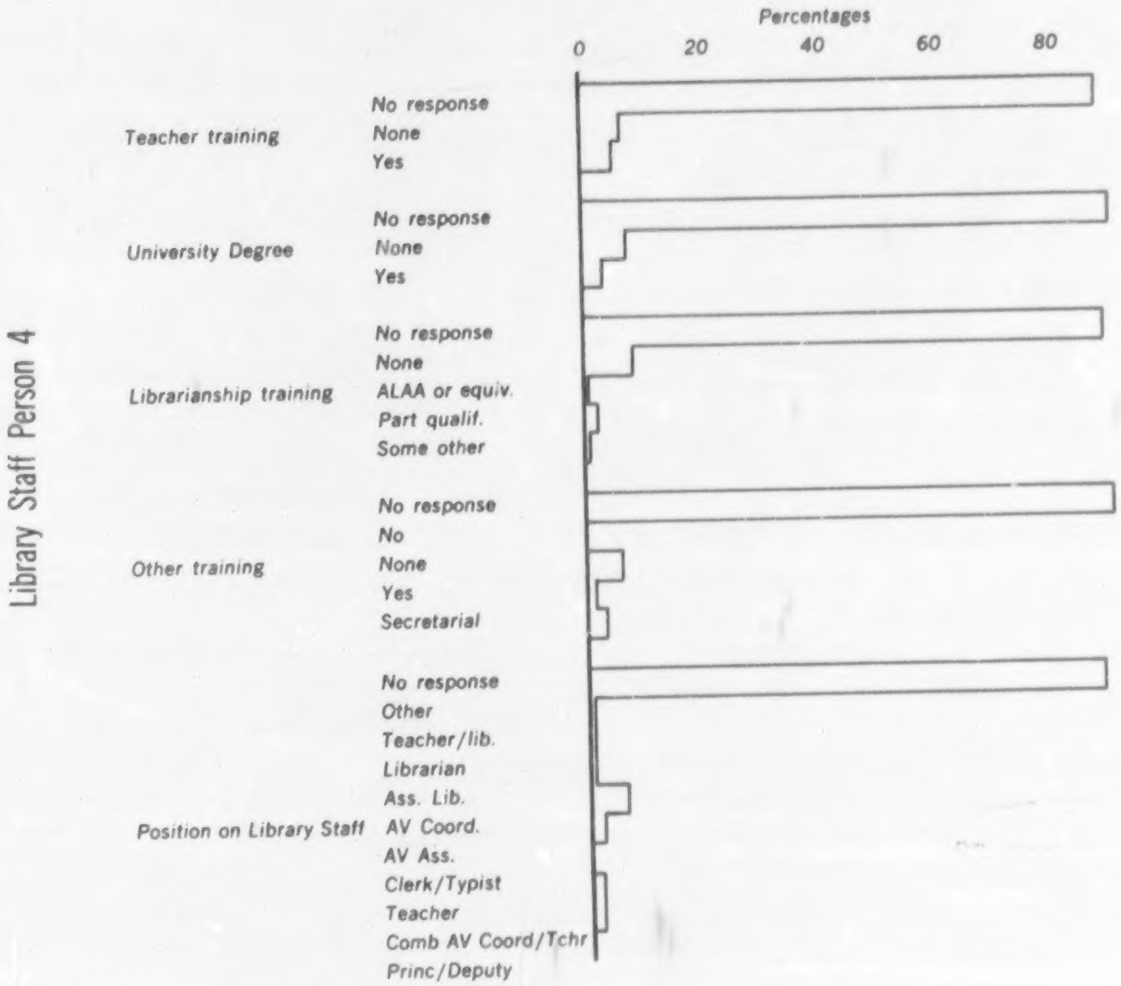


Figure 3.32 State Schools

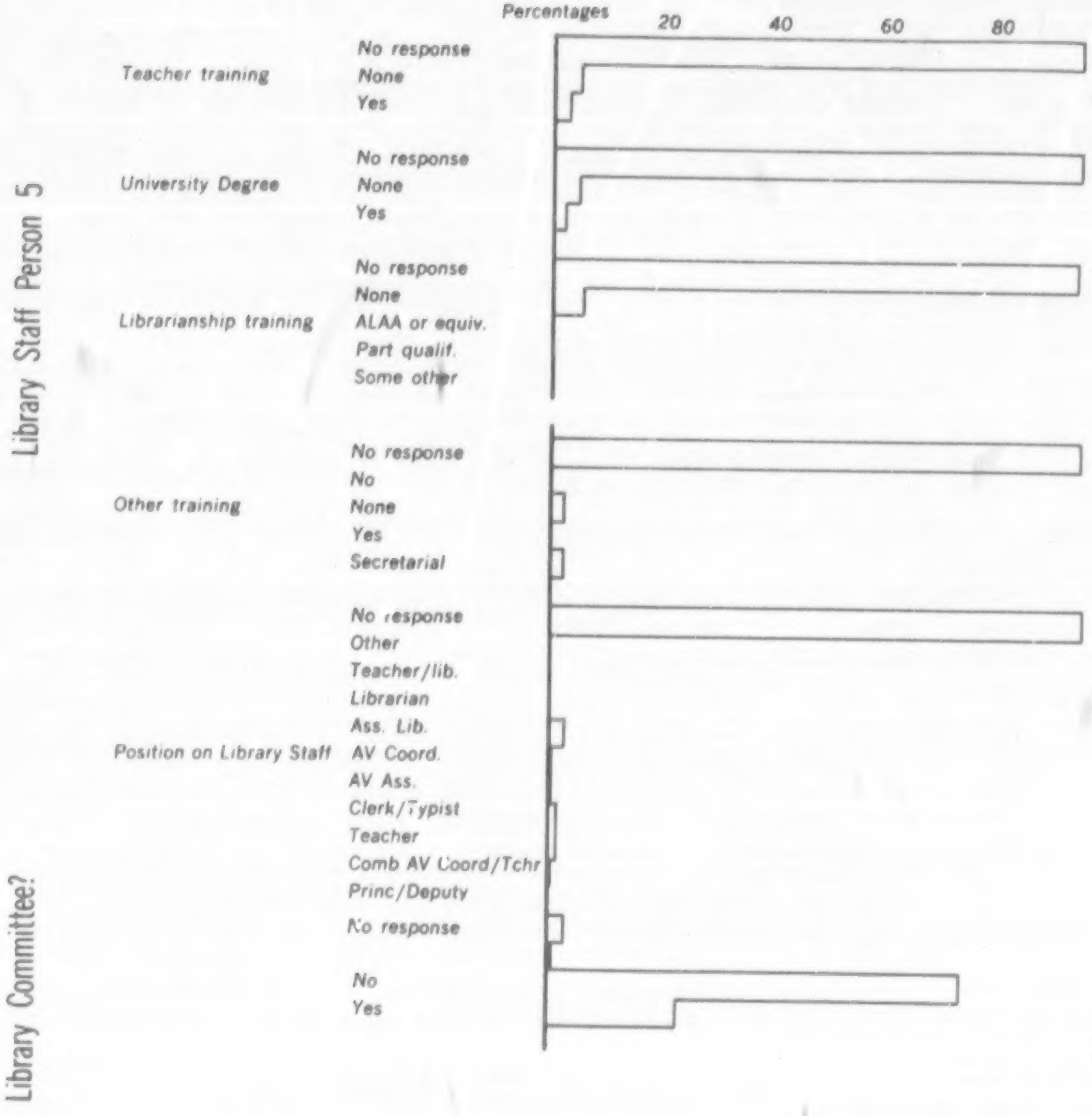


Figure 3.33

State Schools

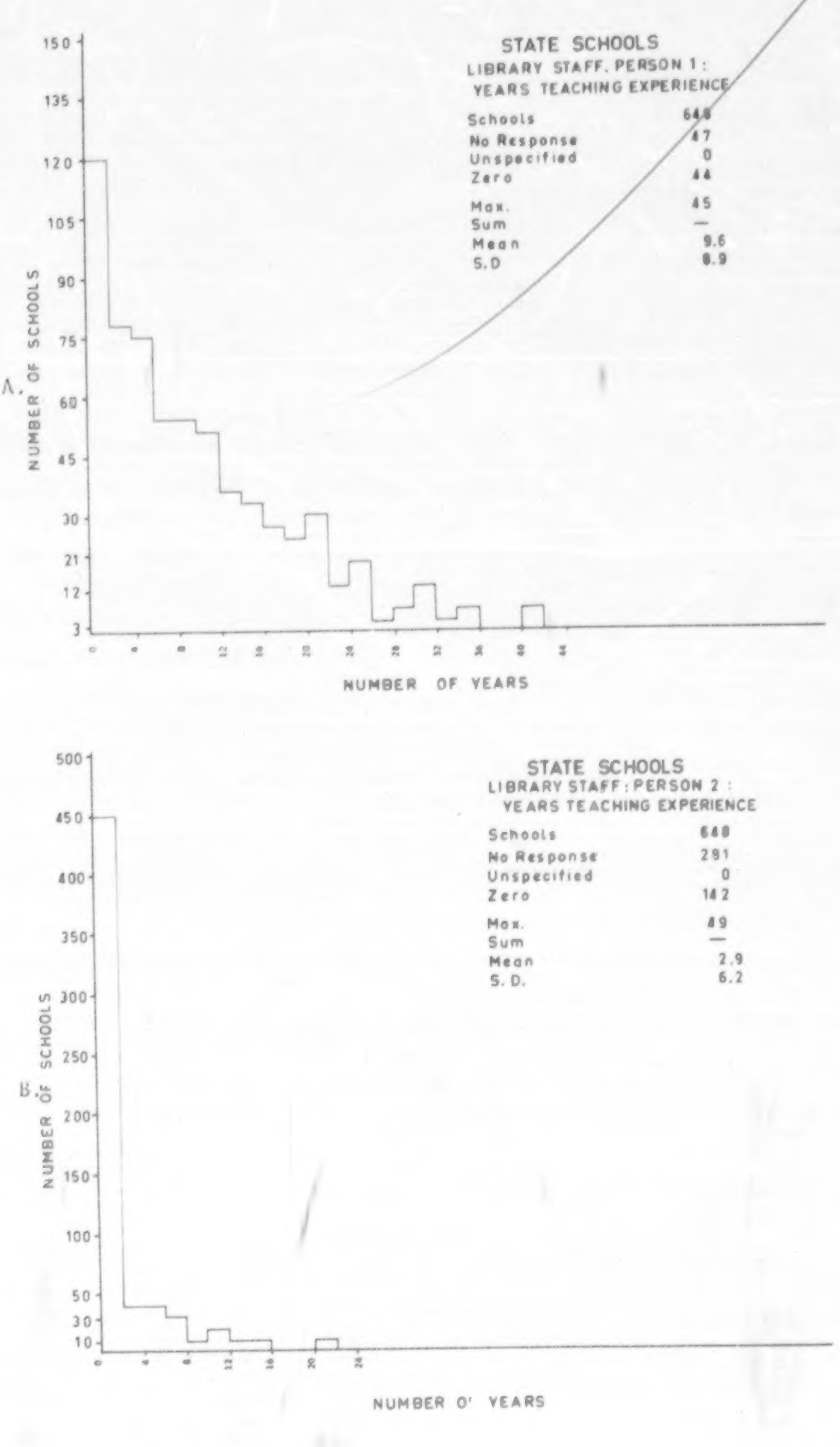

STATE SCHOOLS
LIBRARY STAFF. PERSON 1:
YEARS TEACHING EXPERIENCE
Schools 648
No Response 47
Unspecified 0
Zero 44
Max. 45
Sum —
Mean 9.6
S.D 8.9
A.
NUMBER OF SCHOOLS
150
135
120
105
90
75
60
45
30
21
12
3
0
4
8
12
16
20
24
28
32
36
40
44
NUMBER OF YEARS
STATE SCHOOLS
LIBRARY STAFF: PERSON 2:
YEARS TEACHING EXPERIENCE
Schools 648
No Response 291
Unspecified 0
Zero 142
Max. 49
Sum —
Mean 2.9
S. D. 6.2
B.
NUMBER OF SCHOOLS
500
450
400
350
300
250
200
150
100
50
30
10
0
4
8
12
16
20
24
NUMBER O' YEARS

Figure 3.34

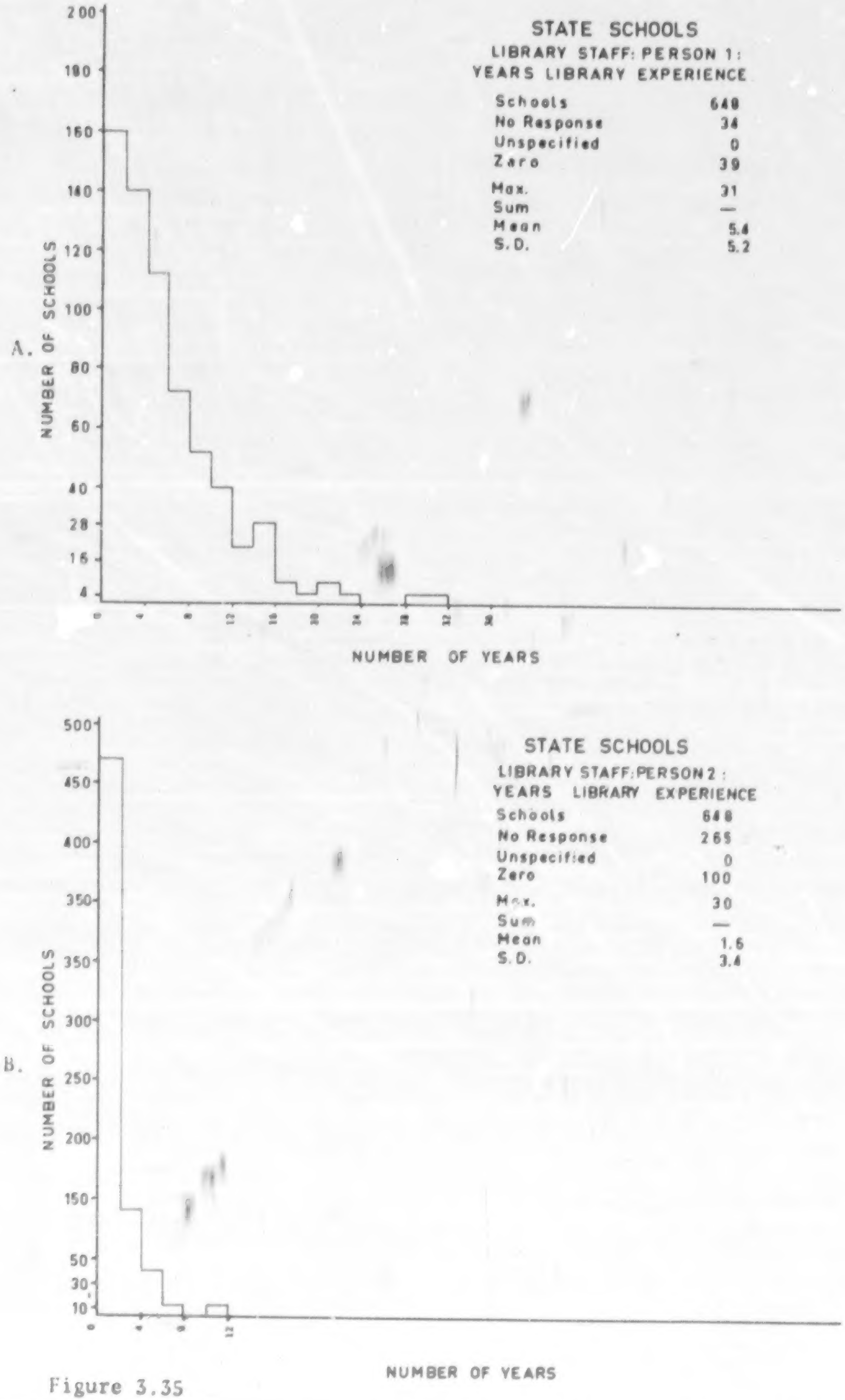
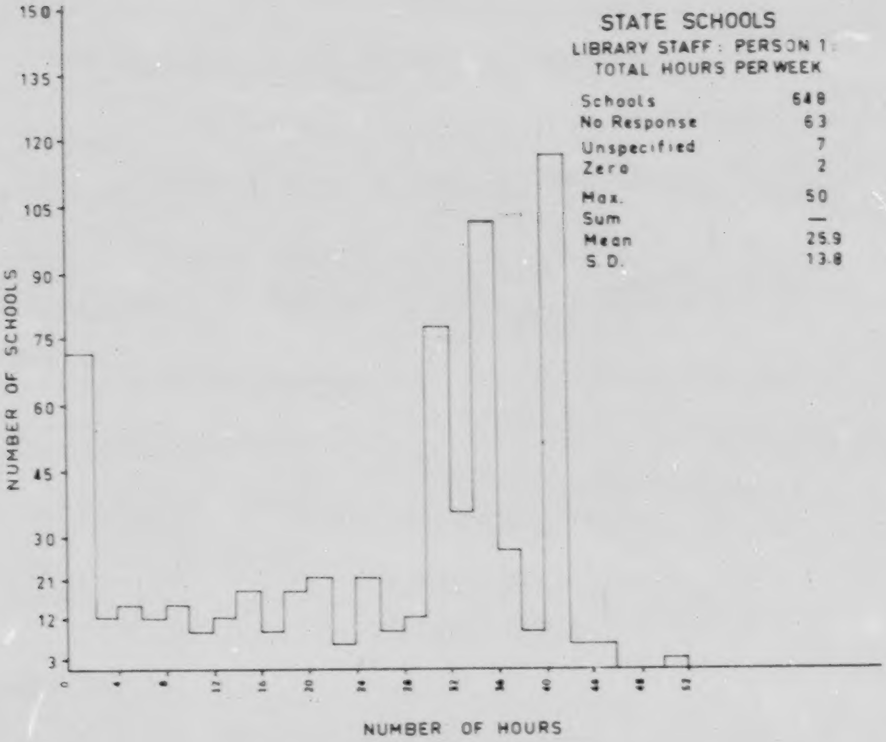

A.
STATE SCHOOLS
LIBRARY STAFF: PERSON 1:
YEARS LIBRARY EXPERIENCE
Schools 648
No Response 34
Unspecified 0
Zero 39
Max. 31
Sum —
Mean 5.4
S.D. 5.2
NUMBER OF SCHOOLS
200
180
160
140
120
100
80
60
40
28
16
4
0
4
8
12
16
20
24
28
32
36
NUMBER OF YEARS
B.
STATE SCHOOLS
LIBRARY STAFF: PERSON 2:
YEARS LIBRARY EXPERIENCE
Schools 648
No Response 265
Unspecified 0
Zero 100
Max. 30
Sum —
Mean 1.6
S.D. 3.4
NUMBER OF SCHOOLS
500
450
400
350
350
300
250
200
150
50
30
10
0
4
8
12
NUMBER OF YEARS

Figure 3.35

A.



B.

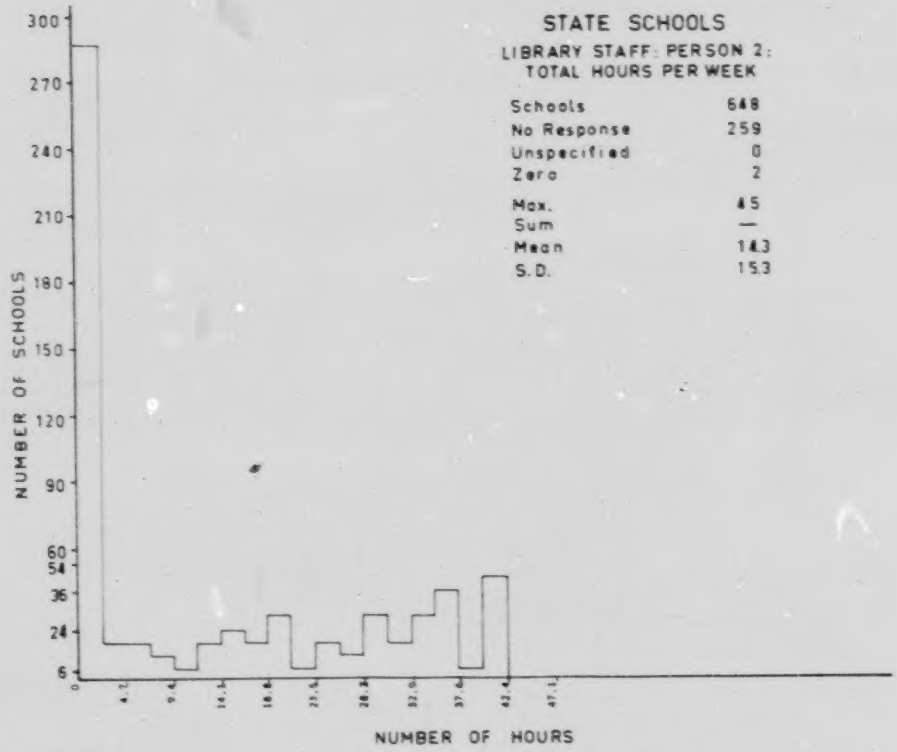
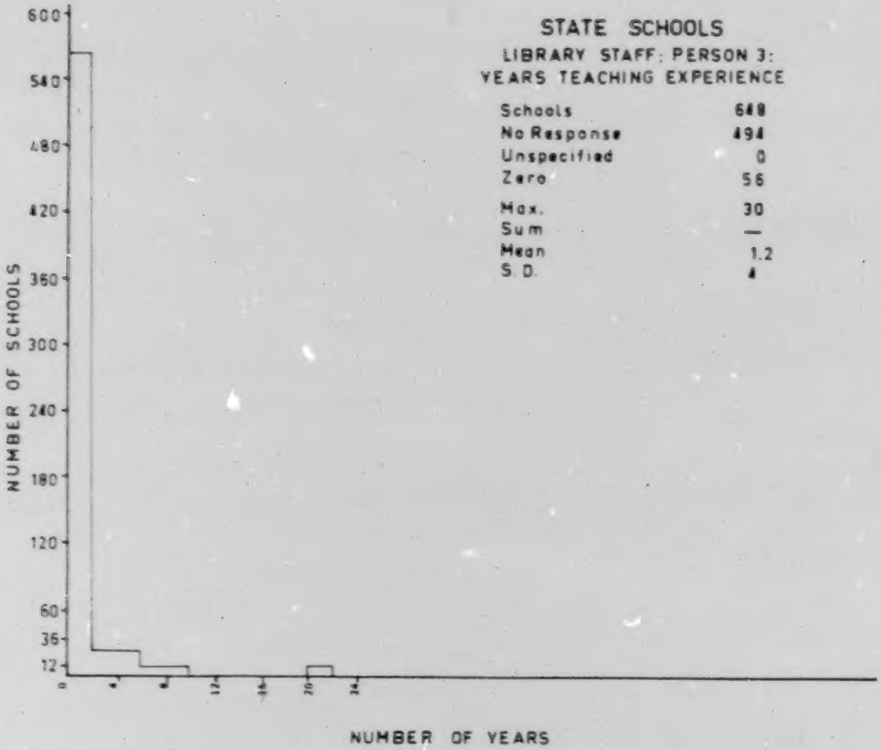


Figure 3.36

A.



B.

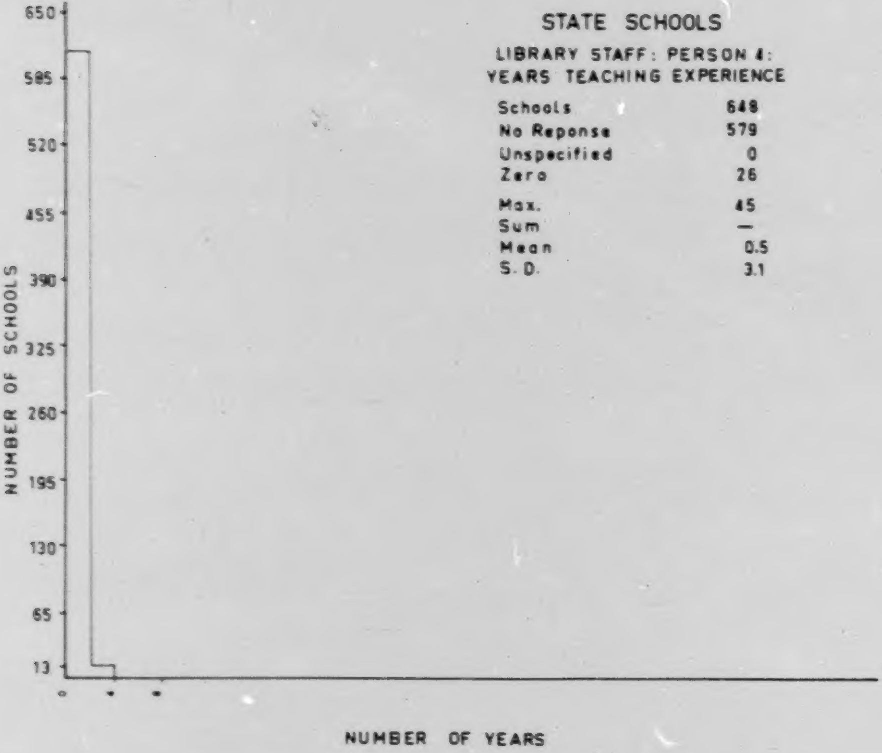


Figure 3.37

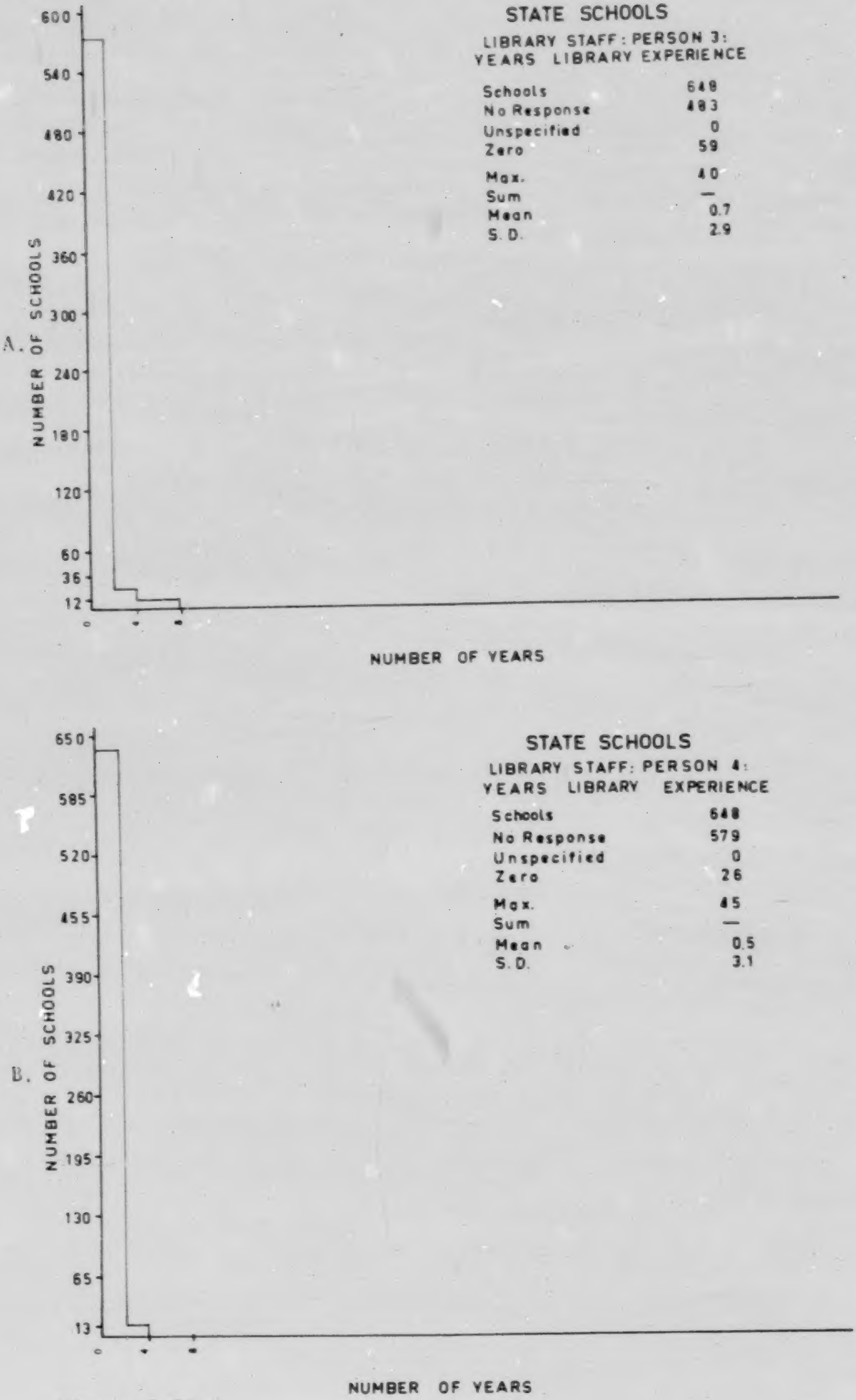
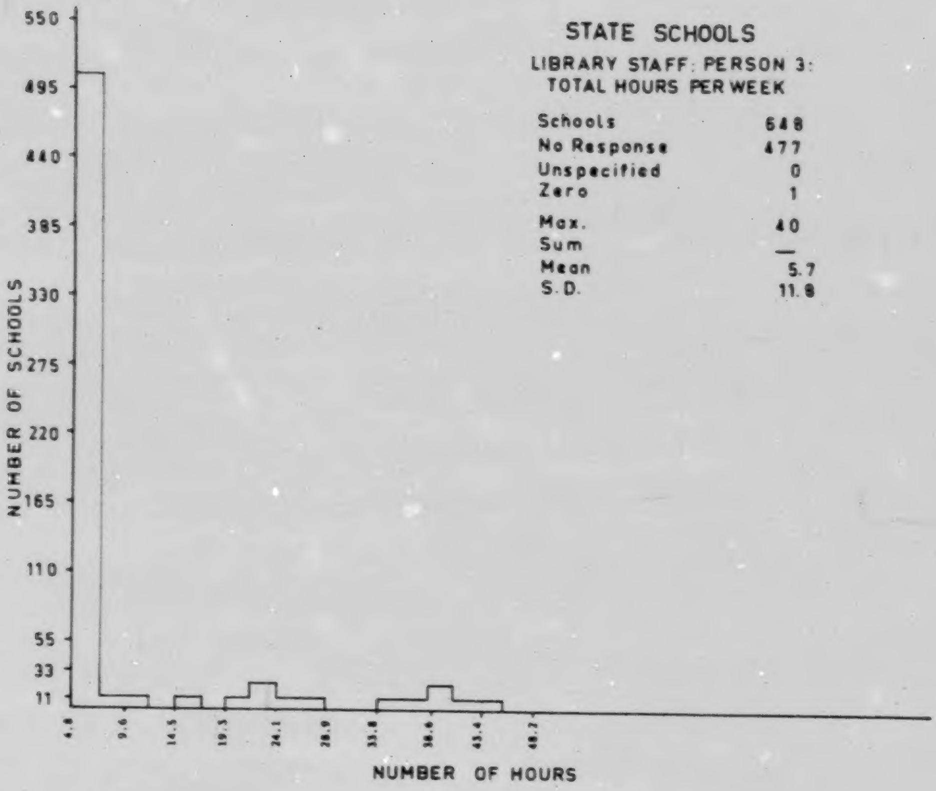

STATE SCHOOLS
LIBRARY STAFF: PERSON 3: YEARS LIBRARY EXPERIENCE
Schools 648
No Response 483
Unspecified 0
Zero 59
Max. 40
Sum —
Mean 0.7
S. D. 2.9
A.
NUMBER OF SCHOOLS
600
540
480
420
360
300
240
180
120
60
36
12
0
NUMBER OF YEARS
STATE SCHOOLS
LIBRARY STAFF: PERSON 4: YEARS LIBRARY EXPERIENCE
Schools 648
No Response 579
Unspecified 0
Zero 26
Max. 45
Sum —
Mean 0.5
S. D. 3.1
B.
NUMBER OF SCHOOLS
650
585
520
455
390
325
260
195
130
65
13
0
NUMBER OF YEARS

Figure 3.38

A.

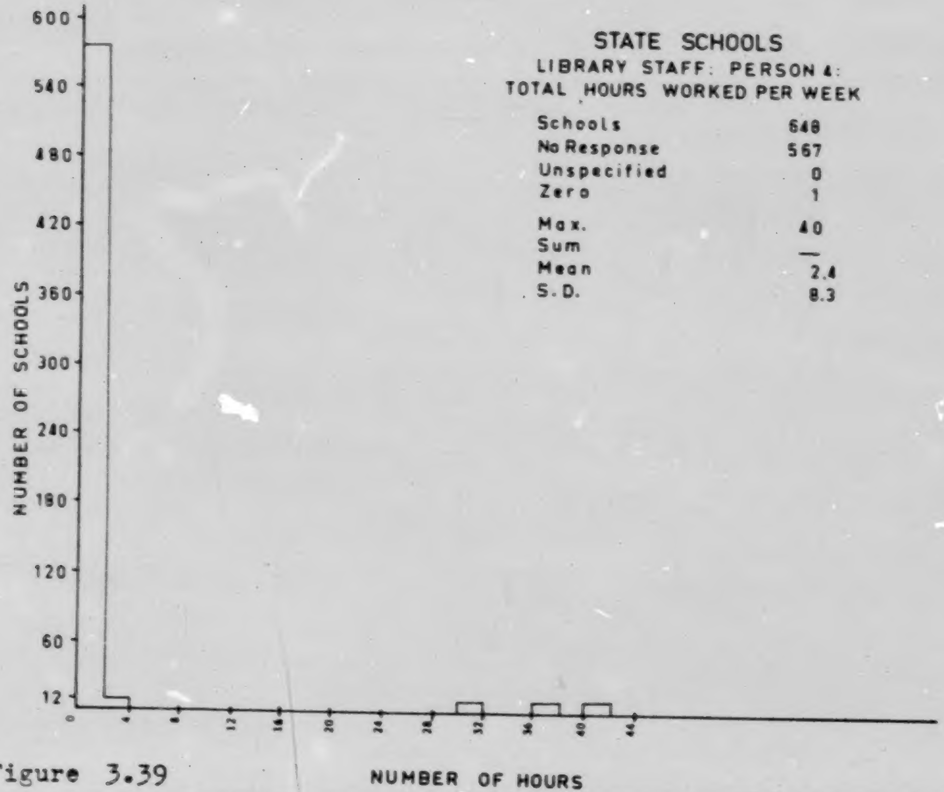


STATE SCHOOLS

LIBRARY STAFF: PERSON 3:
TOTAL HOURS PER WEEK

Schools	648
No Response	477
Unspecified	0
Zero	1
Max.	40
Sum	—
Mean	5.7
S.D.	11.8

B.



STATE SCHOOLS

LIBRARY STAFF: PERSON 4:
TOTAL HOURS WORKED PER WEEK

Schools	648
No Response	567
Unspecified	0
Zero	1
Max.	40
Sum	—
Mean	2.4
S.D.	8.3

Figure 3.39

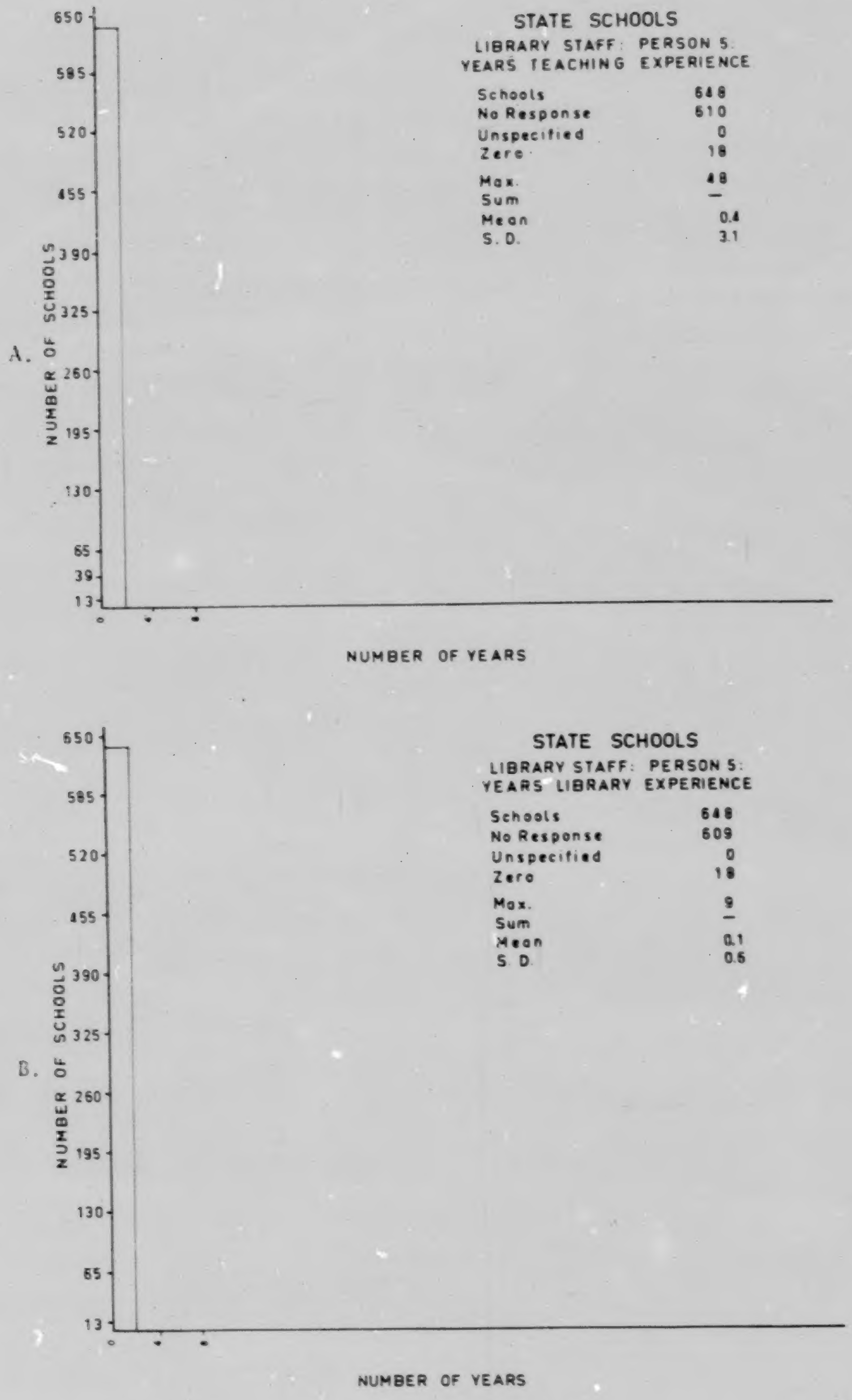

STATE SCHOOLS
LIBRARY STAFF: PERSON 5:
YEARS TEACHING EXPERIENCE
Schools 648
No Response 610
Unspecified 0
Zero 18
Max. 48
Sum —
Mean 0.4
S. D. 3.1
A.
NUMBER OF SCHOOLS
650
585
520
455
390
325
260
195
130
65
39
13
0
NUMBER OF YEARS
STATE SCHOOLS
LIBRARY STAFF: PERSON 5:
YEARS LIBRARY EXPERIENCE
Schools 648
No Response 609
Unspecified 0
Zero 18
Max. 9
Sum —
Mean 0.1
S. D. 0.6
B.
NUMBER OF SCHOOLS
650
585
520
455
390
325
260
195
130
65
13
0
NUMBER OF YEARS

Figure 3.40

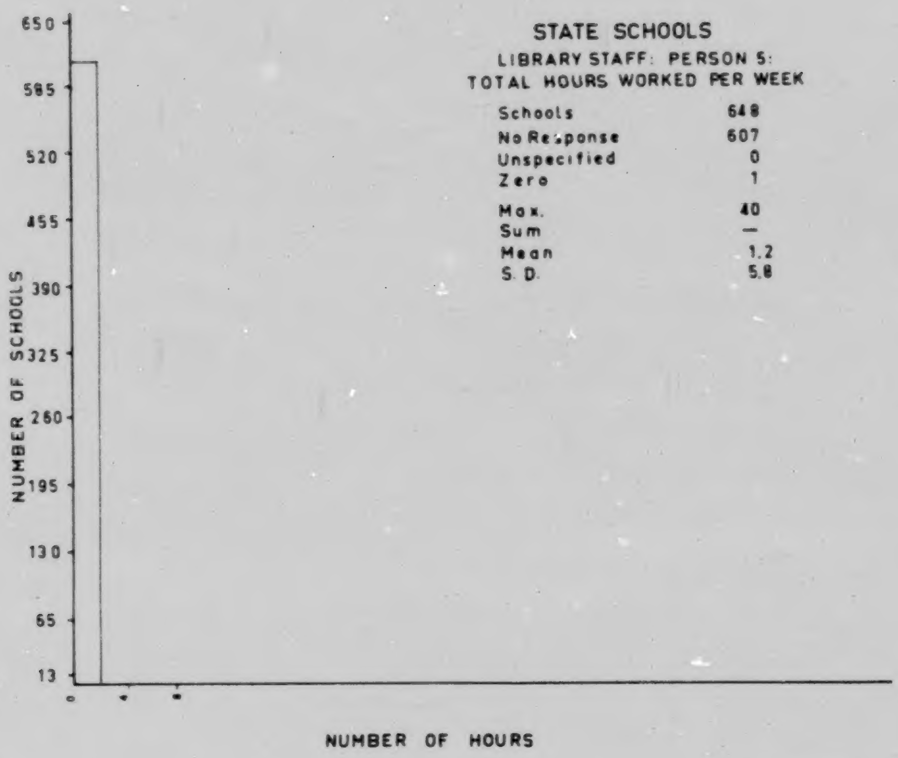

STATE SCHOOLS
LIBRARY STAFF: PERSON 5:
TOTAL HOURS WORKED PER WEEK
Schools 648
No Response 607
Unspecified 0
Zero 1
Max. 40
Sum —
Mean 1.2
S. D. 5.8
650
585
520
455
390
325
260
195
130
65
13
NUMBER OF SCHOOLS
0
4
8
NUMBER OF HOURS

Figure 3.41

If this large sample of 631 government secondary schools is taken to be representative, it would seem that more than half (53%) of the library personnel in the government secondary schools have no formal training in librarianship, and less than one third (31%) have some preparation in both teacher education and librarianship. In fact, only about 20% are properly qualified as teacher-librarians as recognized by the employing authorities.

An even more desparate situation seems to be evident in non-government school libraries as shown in Table 20 and Figures 3.42 and 3.43

Table 20. Qualifications of Library Staff in 642 Non-government Schools.

(In response to Questionnaire from the Department of Education and Science).

Of the people in charge of school libraries:

19% have teacher training
19% have degrees
31% have some teaching experience
22% have some library experience

14% have full library qualifications
15% have partial library qualifications
16% have a "crash course"
6% have seminars, etc., only
49% no response

34% are full time
29% are part time
37% are "others", e.g. teachers, students, principals, etc.

19% report 1 support staff
5% report 2 support staff.

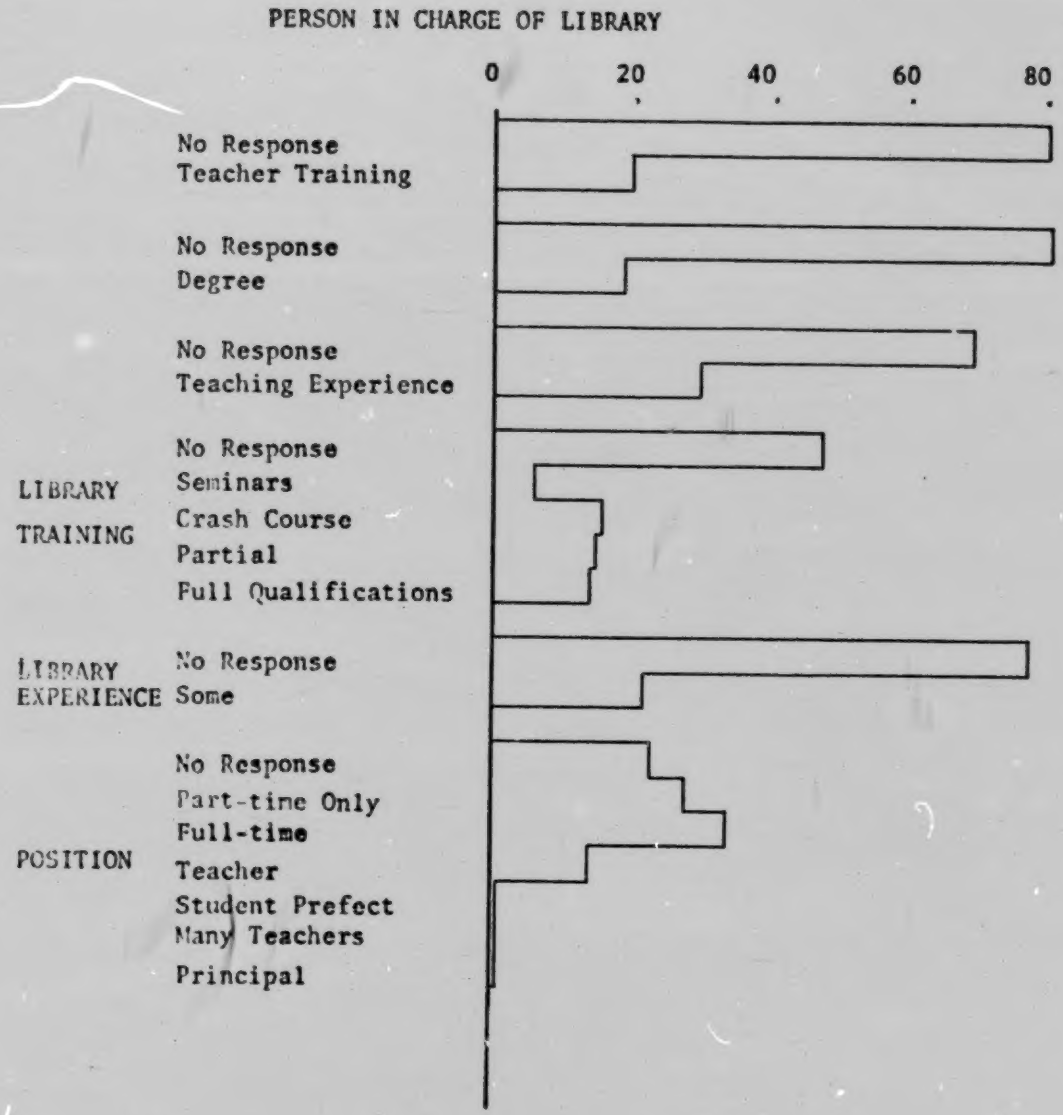


FIGURE 3.42 INDEPENDENT SCHOOLS

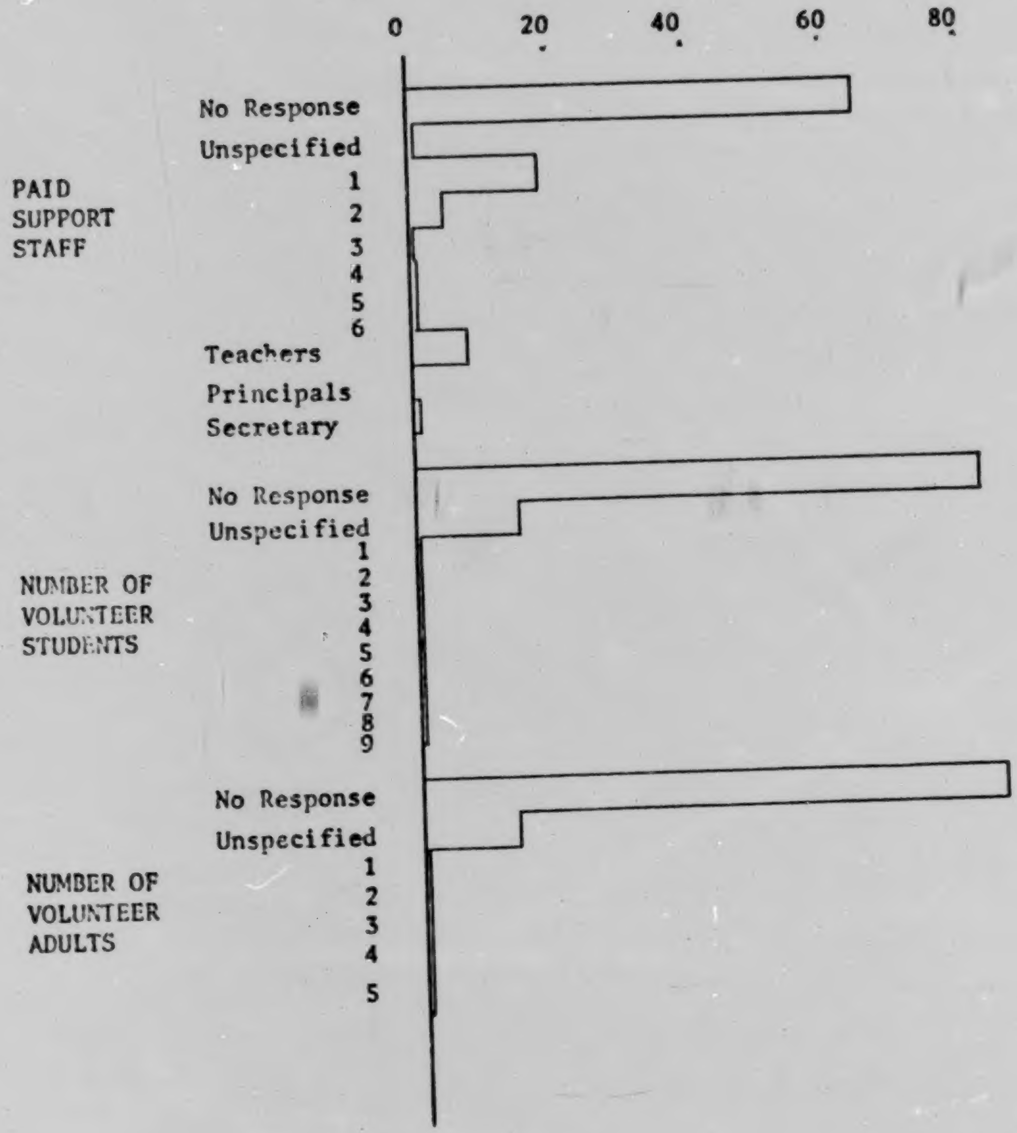


FIGURE 3.43 INDEPENDENT SCHOOLS

Table 21. Library Staffing: Commonwealth Standards

Adjusted Secondary Enrolment

	Less than 300	300	500	550	750	1050	1250
School Librarian	At least part-time	1	1	1	1	1	1
Library and Media Assistants				1	1	2	2
Clerical Assistants			1	1	2	2	3

In terms of Commonwealth standards for staffing (Table 21) 616 government schools surveyed (1971) did not generally fare well. If qualifications are ignored, 156 schools (25%) have staff at or above standards and of these 14 have Commonwealth libraries in operation.

Although it might be difficult to argue convincingly that the provision of a Commonwealth library leads inevitably to more and improved staffing, the probability of this happening is very high. Before the introduction of the scheme, the number of full-time qualified teacher-librarians in Australian secondary schools was very small. In 1969, one State, for example had two, for over 100 secondary schools. However, the building of new libraries was followed in all States by some staff-training programs as it became obvious that such facilities could not operate at all under the existing conditions.

From position papers presented at the Canberra Workshop on Education for School Librarianship (August 1-4, 1972) the following details came to light concerning present courses:

1. Of the 28 "courses" described, only 15 could be considered adequate for the basic training of teacher-librarians.

2. Of these 15 courses:
   3 are four-year courses
   6 are graduate diploma courses
   3 are three-year courses
   3 are "special" courses of about 260+ hours.

3. These 15 courses have the potential of producing over 350 qualified teacher-librarians per year, but reports indicate a high rate of loss.

4. In addition, there continues until 1977 to be the option for teachers to begin L.A.A. registration, and until 1980 to complete it.

The Commonwealth libraries have been given preferential treatment with respect to staffing, but it is likely that all schools, perhaps even primary, have received a significant spin-off. A comparison of staffing in Commonwealth-library and non-Commonwealth-library schools in one State system early in 1971 shows the difference that existed then. (Table 22).

Table 22. Qualifications of Head Librarians in State Secondary Schools. (Class I) (Feb. 1971)

	No. of Librarians with these Qualifications		
	Teacher Training	Librarian Qualifications	University Degree
Schools with Commonwealth Libraries (19)	19	18	13
Schools getting Commonwealth Libraries (11)	11	4	7
Schools without Commonwealth Libraries (31)	31	1	11

As these numbers show, there was no difference among the teacher-librarians with respect to teacher training, but some difference in the number who held degrees (67% in Commonwealth libraries and 33% in the others). The most striking difference lay in librarianship qualifications: all but one of the teacher-librarians in Commonwealth libraries had completed at least a six-month specialist course, and some, in addition, were doing the registration of the Library Association of Australia; qualifications of this kind were held by only about 12% of the people in charge of non-Commonwealth libraries. This difference is certainly smaller now than it was in 1971, but it reflects the situation that existed when many of our data were collected.

In this same State system at the moment there are 75 fully-trained, full-time teacher-librarians, and 50 of these are located within the thirty schools which possess Commonwealth libraries, leaving 25 for the remaining 80 secondary schools. The only intention in reporting these figures is to establish that better staffing exists within the Commonwealth libraries; there is no suggestion of criticism, as it seems only logical that limited resources should be used to ensure the efficient functioning of important facilities.

Table 23 also displays the superiority of Commonwealth library staffing. From the table,"person 1"is usually the person in charge of the library, and it can be seen that each new person in the library has progressively less teaching experience, less library experience and works less hours per week in the library, on the average.

The person in charge of the Commonwealth library does not differ significantly in teaching and library experience from the national norms. However, when it comes to the amount of time worked in the library each week, there is a very significant difference between the two. The Commonwealth library staff work approximately one hour a day more than the norm.

Table 23. Library Staff Experience and Hours Worked Per Week in Government School Commonwealth Libraries as Compared to Government School National Norms.

	National Norms			Commonwealth Libraries		
	Mean	S.D.	Total	Mean	S.D.	Total
Person 1, years teaching experience	9.640	8.887	6247	10.075	9.663	675
years library experience	5.392	5.228	3494	5.806	4.927	389
total hours worked per week	25.927	13.841	16801	30.433	13.016	2039
Person 2, years teaching experience	2.869	6.195	1859	3.851	6.583	258
years library experience	1.642	3.369	1064	2.030	4.584	136
total hours worked per week	14.333	15.324	9288	18.284	15.658	1225
Person 3, years teacher training	1.171	3.997	759	3.134	7.223	210
years library experience	0.739	2.857	479	1.507	5.041	101
total hours worked per week	5.664	11.762	3670	12.836	15.928	860
Person 4, years teaching experience	0.545	3.066	353	1.925	6.692	129
years library experience	0.157	0.816	102	0.448	1.509	30
total hours worked per week	2.441	8.332	1582	8.866	14.297	594
Person 5, years teaching experience	0.363	3.144	235	1.567	6.342	105
years library experience	0.088	0.629	57	0.373	1.256	25
total hours worked per week	1.164	5.821	754	4.672	11.028	313
Voluntary adults, hours per week	1.864	7.780	1208	3.896	9.551	261
Voluntary students, hours per week	16.059	22.539	10406	24.386	28.380	1634

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Readers' Service During Tea-Break

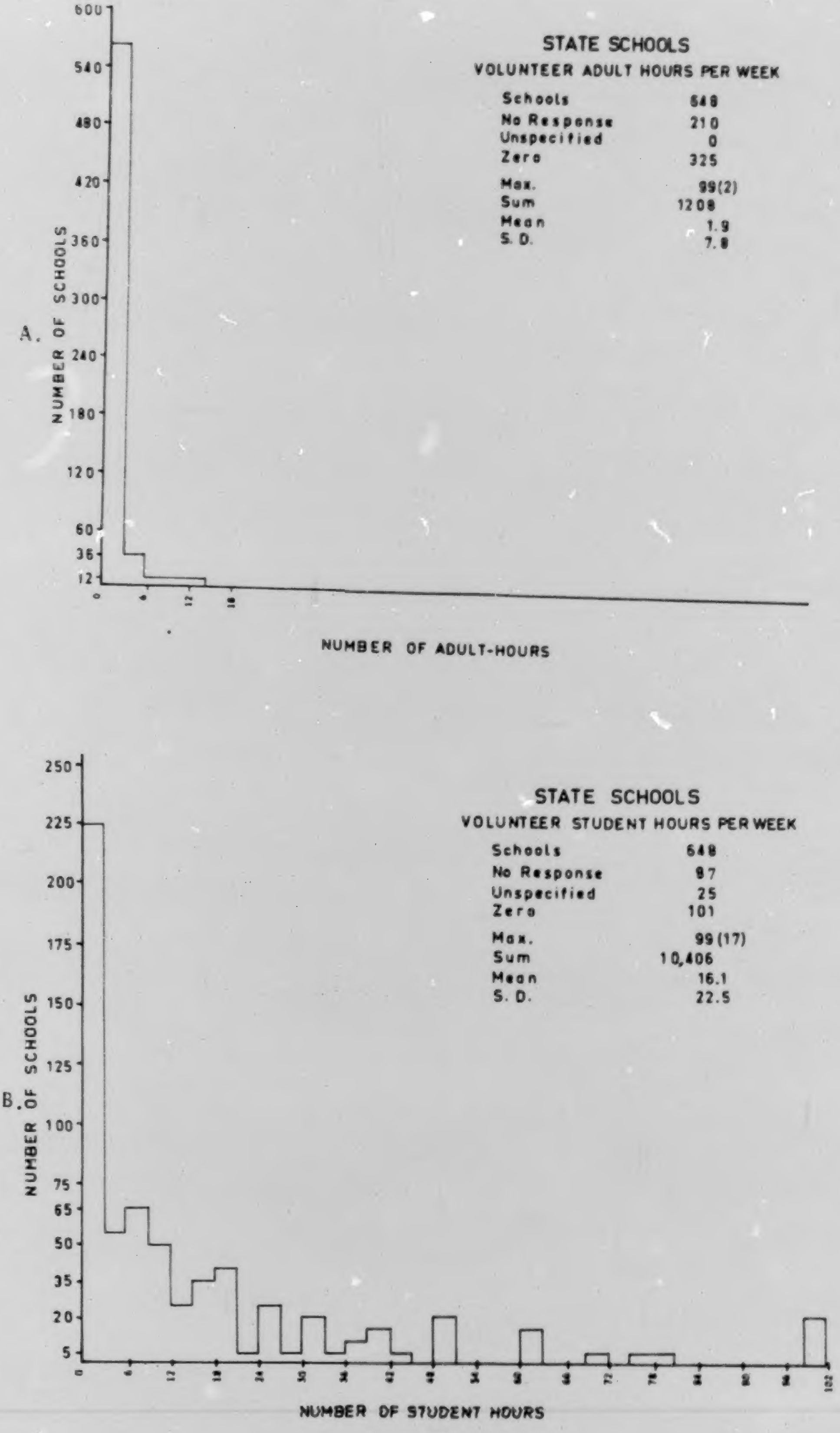
A similar situation is true for the second person in the library although in the Commonwealth libraries this individual appears to have more teaching experience than the norm. The amount of library experience does not differ significantly. Again the person in the Commonwealth library works longer hours than his colleagues who are not in a Commonwealth library.

For the remainder of the people on the library staff, the pattern is similar in that there are marked differences in the amount of teaching experience, library experience and amount of time worked per week. In general the staffs of the Commonwealth libraries are more experienced both as teachers and librarians and work longer hours than their counterparts in other libraries.

In addition to the better student/staff ratio which one finds in Commonwealth libraries, more use is made of voluntary help from adults (mean hours per week 3.9 v 1.9; $t < .05$) and students (mean hours per week 24.4 v 16.1; $t < .05$). (Figure 3.44)

Although the library staffs might not be quite as well qualified as one would wish, their hard work and dedication are not in question. Because of inadequate staff, many teacher-librarians are over-worked. Those who have inadequate training suffer a double frustration. Almost all work "overtime" in the evenings at home, before school, and on weekends to try to cope with library housekeeping duties. Almost all depend heavily on student volunteers and some use volunteer mothers.

The weekly diaries provided by over 30 library staff provide much interesting information. Although all have not yet been analysed in depth some preliminary findings are presented here.



STATE SCHOOLS

VOLUNTEER ADULT HOURS PER WEEK

Schools	648
No Response	210
Unspecified	0
Zero	325
Max.	99(2)
Sum	1208
Mean	1.9
S. D.	7.8

STATE SCHOOLS

VOLUNTEER STUDENT HOURS PER WEEK

Schools	648
No Response	87
Unspecified	25
Zero	101
Max.	99 (17)
Sum	10,406
Mean	16.1
S. D.	22.5

Figure 3.44

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Student Assistants

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More Student Assistants

In one school, for example, with an enrolment of 1329, there was one full-time teacher-librarian and one clerk/typist assistant for 25 hours a week. In this case:

- 958 (72% of enrolment) student visits were recorded on a sample day; (seating capacity of the library is 185, 14% of enrolment);
- 239 (18% of enrolment) were during lunch time;
- 211 of these students (about 22% of total visits) said they consulted the teacher-librarian;
- an estimation showed that at least 1000 items (books and audio-visual) were used and had to be reshelved;
- an average of 8 teachers per day consulted with the teacher-librarian;
- 150+ items were borrowed per day and returned each morning, (overnight loans allowed only because of lack of materials).

A tally of what might be considered a typical day for this teacher-librarian according to his diary follows:

180 minutes - Supervision of library before school, lunch time and after school.
60 minutes - Discussion of library policy with and supervision of library staff.
80 minutes - Taking Grade 8 classes in library techniques.
90 minutes - Working with other classes in the best use of materials for their own subjects and explaining organization of the library.
20 minutes - Preparation of audio-visual and other materials.
30 minutes - Answering mail.
45 minutes - Indexing magazines.
25 minutes - Visiting class teachers.
60 minutes - Answering questions asked by teachers.

In addition, this teacher-librarian occasionally spends up to two hours at home trying to cope with cataloguing. This adds up to almost a

10 hour day plus the items mentioned previously.

If we use the breakdown of the manpower tasks adapted from the American list as a code (Appendix I), it is possible to analyse the diaries to discover more closely on what teacher-librarians spend their time.

The teacher-librarian mentioned above, for example, during a week spent his time as follows:

Table 24. Percentage of Time Spent on Tasks by a Teacher-librarian During a Sample Week.

	%
A. Development of the Educational Program	3.96
B. Administrative Tasks	28.30
C. Instructional Tasks	18.11
D. Special Services	24.33
E. Selection of Materials and Equipment	-
F. Acquisition of Materials and Equipment	-
G. Production of Materials	1.88
H. Preparation of Materials	2.26
I. Organization	15.47
J. Circulation	2.83
K. Maintenance of Materials and Equipment	2.26
L. Clerical and Secretarial Tasks	.56
M. Non-library activities (e.g. lunch)	-

In a Commonwealth library where there were two full time teacher-librarians the pattern was as follows for two days of a week in 1971 and again in 1972 (Table 25):

Table 25. Percentage of Time Spent on Tasks by Two Teacher-librarians.

Tasks	July, 1971				July, 1972			
	Librarian 1 (%)		Librarian 2 (%)		Librarian 1 (%)		Librarian 2 (%)	
	Day One	Day Two	Day One	Day Two	Day One	Day Two	Day One	Day Two
A.	3	3	-	-	8	6	3	13
B.	46	25	42	19	22	40	47	27
C.	20	8	12½	31	-	4	6	12
D.	2	13	19	4	32	15	9	6
E.	1½	-	6	-	4	6	-	17
F.	5½	-	-	-	-	-	-	-
G.	-	-	-	-	-	6	3	-
H.	-	-	-	-	-	-	-	-
I.	18	25	19	38½	14	20	26	22
J.	-	1	-	-	19	-	6	-
K.	-	-	-	-	-	-	-	-
L.	-	22	-	8	-	-	-	-
M.	1½	4	2	-	-	3	-	2

From the above information, if we accept the classification used, it seems that the majority of the teacher-librarian's time is spent on administrative and organizational duties. Even when there are two full-time teacher librarians, both of them seem to follow much the same pattern with a surprisingly low amount of time in category 'A' which is the development of the educational program.

The results of the National Survey 1971 seem to confirm the fact that teacher-librarians spend most of their time in administrative and organizational tasks (Table 26).

Table 26 I. Duties of Teacher-librarian (in charge) in 406 Non-Government Schools.

(Hours of duty as percentage of total hours calculated)

A.	Working with teachers in the selection of library materials and in the planning of courses and lessons.	Mean = 7.9%	S.D. = 10.9%
B.	Working with students and teachers in the library giving guidance in the use of library materials.	Mean = 2.9%	S.D. = 11.3%
C.	Cataloguing and other routine duties.	Mean = 47.8%	S.D. = 26.6%
D.	Non-library duties.	Mean = 11.6%	S.D. = 22.3%
E.	Other.	Mean = 2.5%	S.D. = 8.1%

Table 26 II. Duties of Teacher-librarian (in charge) in Government School Libraries

(Hours of duty as percentage of total hours calculated)

	544 Non-Commonwealth Libraries		63 Commonwealth Libraries	
	Mean %	S.D.	Mean %	S.D.
A. Number of hours spent working with teachers in selection of library materials and in the planning of courses and lessons.	8.9	14.5	13.3	14.6
B. Number of hours spent working with students and teachers in the library giving guidance and instruction in the use of library materials.	35.9	31.4	37.2	22.3
C. Number of hours spent on cataloguing and other routine duties.	33.4	21.2	34.4	22.3
D. Number of hours spent on producing materials, lists, etc. for students and teachers.	7.8	10.0	8.7	9.0
E. Number of hours spent on non-library duties (e.g. subject teaching).	15.3	24.9	6.3	16.6

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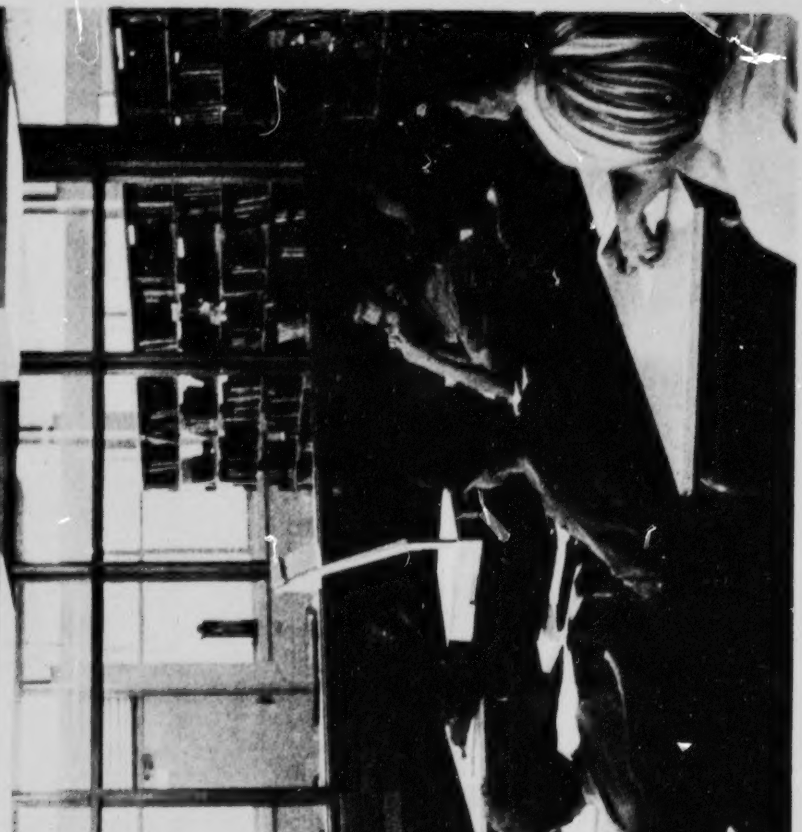

Library Lesson

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Witches,
NEW WRITINGS

Shelving

E. Services

Granted that all library staffs are working hard, it would seem that those in Commonwealth libraries are working harder in that they work longer hours each week (30.43 v 25.39; $t < .005$; Table 23) and are offering better service.

A canonical-correlation study, aimed at identifying the relationship between qualifications and work-loads of library staff on the one hand and, a variety of services relating to teachers, students, and library administration, on the other, showed that the picture varied a little from State to State. Nevertheless, as Table 27 shows, "hours of work" emerged as a strong correlate of "services to teachers". Only in New South Wales was the weighting of "hours of work" high in relation to "services to students."

If borrowing policies (Figures 3.45 to 3.55) and hours of opening (Figures 3.53 to 3.68) are considered as services, then a comparison of Commonwealth and non-Commonwealth libraries shows that the borrowing policies related to audio-visual materials and equipment seem to be most commonly affected by the existence of the new libraries (Table 28).

Although from preliminary findings Commonwealth libraries do not appear to be offering more services, the services they do offer, seem to have a more significant impact on usage than in non-Commonwealth libraries as we shall show in the next section of this report.

What is certain is that teachers, in general, appreciate the services offered by the new libraries and library staff. In the 6 National Case Studies, 128 teachers were asked to list the most helpful services extended to them by the new school library and its staff. Their responses (Table 29) were coded into three categories:

"Miscellaneous" (Items 0.0 to 0.8);

"Helping me use the library better in my teaching"
(Items 1.0 to 1.9);

"Making actual instructional materials available"
(Items 2.0 to 2.9).

It is evident that:

1. The teachers appreciate advice and guidance on the best ways of incorporating the library, with all its potential, into their instructional procedures. This really amounts to their appreciating this kind of inservice training, by which they can learn how to be less dependent on the textbook.

2. The teachers appreciate being able to put instructional materials (printed and audio-visual) into the hands of their students. Hence the teachers' mentioning of their appreciation of such services the librarians may make available:

(a) for the supply of special reference lists and bibliographies,

(b) for the supply of bulk loans of materials to teachers' classes,

(c) for the supply of materials for special class projects and assignments,

(d) for the supply of photo-statted materials for distribution to students in a class,

(e) for the "freezing" of materials in short supply and great demand,

(f) for the ordering of materials requested by teachers,

(g) for informing the teachers about the availability of new materials in their fields.

3. The teachers have special needs to master the technicalities of the use of audio-visual equipment and material and to know more about the possibilities of audio-visual instructional materials generally. The teachers correspondingly appreciate the relevant aspects of inservice training the librarians can, and do offer.

4. The teachers, or many of them, have a special need to improve their own library skills before they can properly best exploit the library in their teaching. Clearly, from their responses, the teachers appreciate this further aspect of needed inservice training that the library staff provides.

5. Teachers also appreciate the work of teacher-librarians in helping students to improve library skills; helping individual students to get the most out of the library; arranging the promotion of special library material to attract student attention and boost usage.

Apparently, the most desirable qualities that a teacher-librarian can have are efficiency and a co-operative friendly attitude towards teachers and students alike. The teachers' responses support this view. Teachers generally appreciate the co-operative librarian and they also appreciate the efficient librarian who runs a well-ordered library, where cataloguing, ordering and rostering of the building and facilities proceed with a minimum amount of fuss.

Table 27. The Relationship between Qualifications and Work-loads of Library Staff. and Services.

1ST CANONICAL

	Yrs. of teaching exper-ience 1	Amt. & type of librarian **training** 2	Yrs. of library exper-ience 3	Total hours per week 4	Adult assis-tance 5	Student Assis-tance 6	Services to Teaching Staff 1	Services to Students 2	General Library Services 3	r	Prob.
Q'ld	.5113	-.0847	.5093	$\boxed{.9314}$	.4140	.5477	$\boxed{.6399}$	.3229	$\boxed{.8453}$	.5068	.0103
S.A.	.4558	-.0586	.1343	$\boxed{.7859}$	.2054	$\boxed{.6110}$	.3024	.3498	$\boxed{.9512}$	.4691	.0783
N.S.W.	.3034	.0795	.5531	$\boxed{.8901}$	.3079	.4622	$\boxed{.7356}$	$\boxed{.9012}$	$\boxed{.7357}$	.4249	.0004
Vic.	.3435	-.4662	$\boxed{.6880}$	$\boxed{.6127}$	.2698	.2272	$\boxed{.8263}$	-.0977	-.0777	.4204	.0029

2ND CANONICAL

	1	2	3	4	5	6	1	2	3		
Vic.	.1429	$\boxed{.7725}$	.2494	.5728	.1315	.2377	.5531	$\boxed{.8334}$	$\boxed{.8493}$	.3504	.0143

Table 28. Significant Differences in Borrowing Policies Between Commonwealth and Non-Commonwealth Libraries

	STATE A.		STATE B.		STATE C.	
	Non C'wealth Library (30)	C'wealth. Library (4)	Non C'wealth Library (63)	C'wealth. Library (9)	Non C'wealth. Library (205)	C'wealth Library (16)
Teachers' Borrowing Policy:						
1. Number of audio-visual materials allowed for home use at one time.			0.6	3.5	1.137	1.8
2. How long audio-visual equipment can be borrowed for home use.					0.37 (under one week)	1.37 (over one week)
Students' Borrowing Policy:						
1. Number of audio-visual materials allowed for home use.	0.067	1.5	0.063	0.8	0.307	1.18
2. Number of audio-visual equipment allowed for home use.	---	1.5	0.016	0.2	0.068	0.56
3. Number of fiction allowed for home use.	1.9	4.5				
4. Number of non-fiction allowed for home use.	2.1	4.5				

Table 29. Frequency of Responses of 128 Teachers Concerning Services They Find Most Helpful

#	%	Item	
		0.0	"BLANK" - no response
		0.0	Nil, or none; "no comment"
1	(0.7)	0.1	"No service extended nor required"; "N.A."
6	(4.6)	0.2	"Freezing" books in demand; freezing certain books for specified topic; Frozen books; Reserve books; Overnight ban section.
25	(19.5)	0.3	Availability of audio-visual materials; Teaching aids such as slides, films, T.V.; Assistance with audio-visual materials; films; getting films on reels; allocation of audio-visual machines; Copying of tapes; Production and preparation of audio-visual materials;
7	(5.4)	0.4	Instruction (and help) in use of visual aids; Help with video-tapes;
2	(1.5)	0.5	Other.
2	(1.5)	0.6	(Helping with) Supervision of classes;
1	(0.7)	0.7	"Keeping out of the way".
1	(0.7)	0.8	Use of staff lounge.
		1.0	The appointment of a librarian.
17	(13.2)	1.1	Co-operative (librarian); general friendliness and discussion with librarian; general co-operation; Co-operation with our section and help and advice; All help willingly given - ideal co-operation exists with staff; Co-ordination; General consultation.
36	(28.1)	1.2	Reference work Reader service especially to class groups; advice on where to find material required; guidance on books available and where stored; Research Assistance; Finding of relevant material; Helping find books on subject required; Assistance with recommendation of books suitable for individual students; Help with project material; Information and advice on what books are available.

Table 29 (cont'd).

#	%	Item	
4	(3.1)	1.3	Compiling bibliographies; Assistance in compiling reading lists for assignments; Lists of Ancient History books; Preparation of study guides as per materials available.
7	(5.4)	1.4	Library skills lessons to students; helpful in teaching children library skills; explaining to students how books are arranged and how a catalogue works; classes taught to use facilities; offer to give library lessons; "explanation of content"; Class education on library use.
		1.5	Displays (i.e. book displays by booksellers for the purpose of selection); Co-ordinating between booksellers and me.
8	(6.2)	1.6	Ordering books and materials I recommended; obtaining copies of selected references; Any books requested are sought and added to the library if practical; Co-operation in obtaining books; Requests for purchases of records (discs) always granted; Obtaining pamphlets for class projects; Purchasing reference books.
22	(17.1)	1.7	Information regarding ways in which the library can be used - new methods, techniques, books, etc.; Suggestions concerning the planning of course units; Assistance in preparing program for English; Assignment direction; Advice and assistance in preparation of assignments; Co-operation with assignment work; Advice on methods of using the library; Discussion on use of library for Maths; Help in using facilities; Pamphlet on integration of library with school curriculum; (One) lecture to staff on proposed use of library.
3	(2.3)	1.8	Notification of new books; advice on new publications; Informed of new books; Lists of newly acquired books; Advisory re new books; Always keep me up to date on recent publications and acquisitions; Circulars on journals.
2	(1.5)	1.9	Advice and involvement concerning book selection; discussion with school librarian re material to be obtained; Advice on books to buy; Recommendations of books; Information on books; Assistance in obtaining fiction books suitable for low ability children.
		2.0	
5	(3.9)	2.1	Keeping a well-organized and efficient library; Cataloguing; Cards setting out book title and author; Organization of books to facilitate usage by students; Organize films, slides; subject catalogue; Prompt cataloguing of requested books; Quick implementation of acquired material into library use.

Table 29 (cont'd).

#	%	Item
8	(6.2)	2.2 Availability of library for class projects; (Research study periods); Arranging roster; arranging time slots; use of library facilities; Making annexe available for class; Use of reading "cards"; Fits class in at unscheduled times; Co-operation in allocation of library space; Providing a booking list for use of film room.
16	(12.5)	2.3 Bulk loans for period use; Lending art books for student use in classroom; Assistance in collecting large quantities of books on the same topics; Collating required books for projects for each class; Organizing sets of reference books around a certain unit of work; Preparation of books for class groups.
9	(7.0)	2.4 Availability of books; reading books and study books always readily available; Availability of many good books in Geography; Facility in borrowing books - often at short notice. - Placing of books ready for student use; - Building up section in Home Science, etc.; Novels for Grade 10 English; - Utmost co-operation in building up a sound technical section for future use by Manual Arts students; Provision of magazines ; Distribution of magazines; Promotion of new material to students.
3	(2.3)	2.5 Knowledge of exactly what is and what is not in the library. Knowledge of content of library; Knowledge of whereabouts of certain books.
-	-	2.6 It is extremely useful to be able to use the rooms for discussion groups with Grade 12; A completely different atmosphere exists from the classroom.
1	(0.7)	2.7 Use of books on long term borrowing; Allowing Sport and Health books to be stored in P.E. room.
4	(3.1)	2.8 Availability of pamphlet files; newsclipping files; Pictures (on Geology); Vertical files.
9	(7.0)	2.9 Photo-stating articles in short supply (for class research); Photocopy machine; Typing for class assignment.

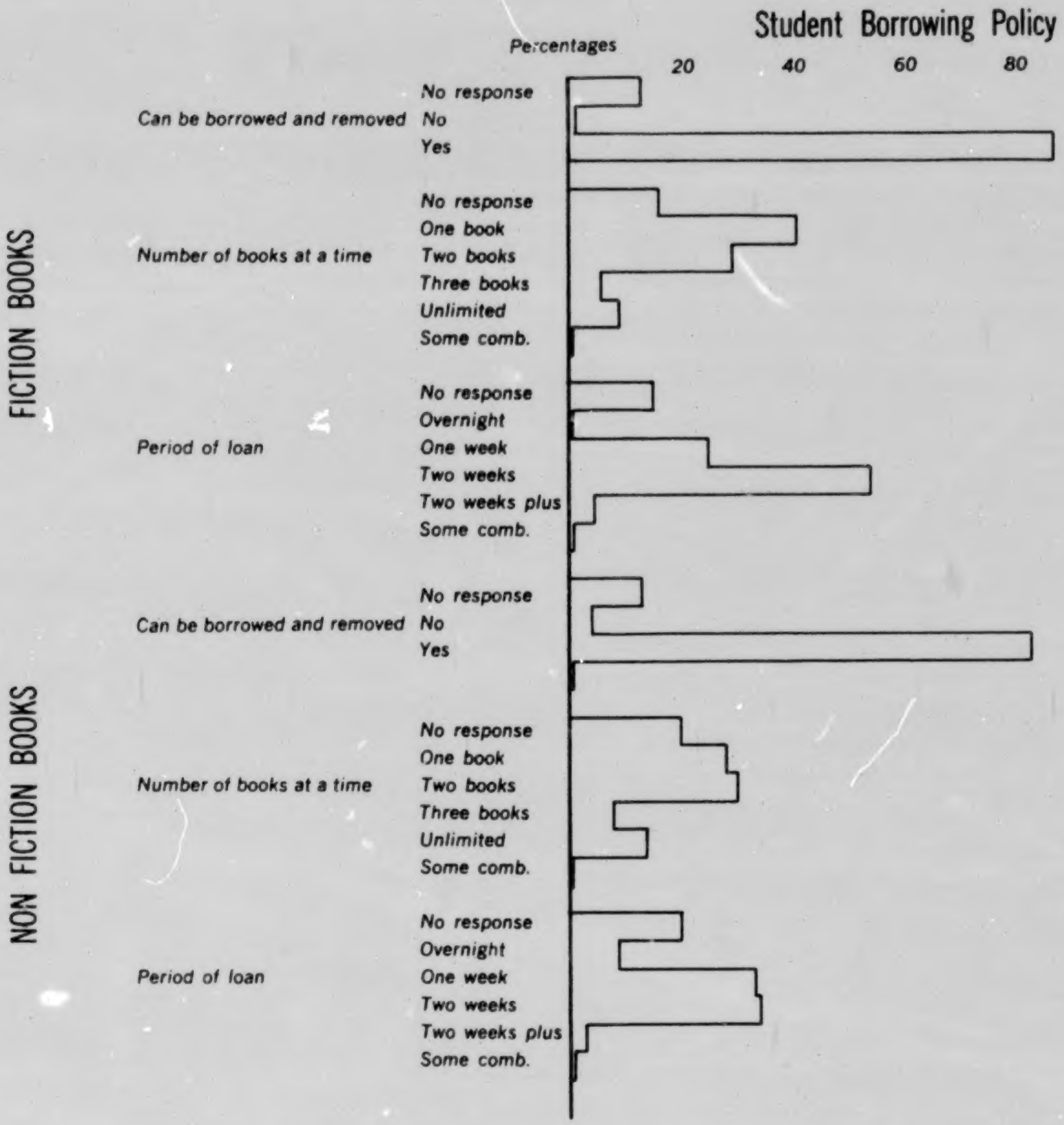


Figure 3.45 Non Government Schools

Student Borrowing Policy

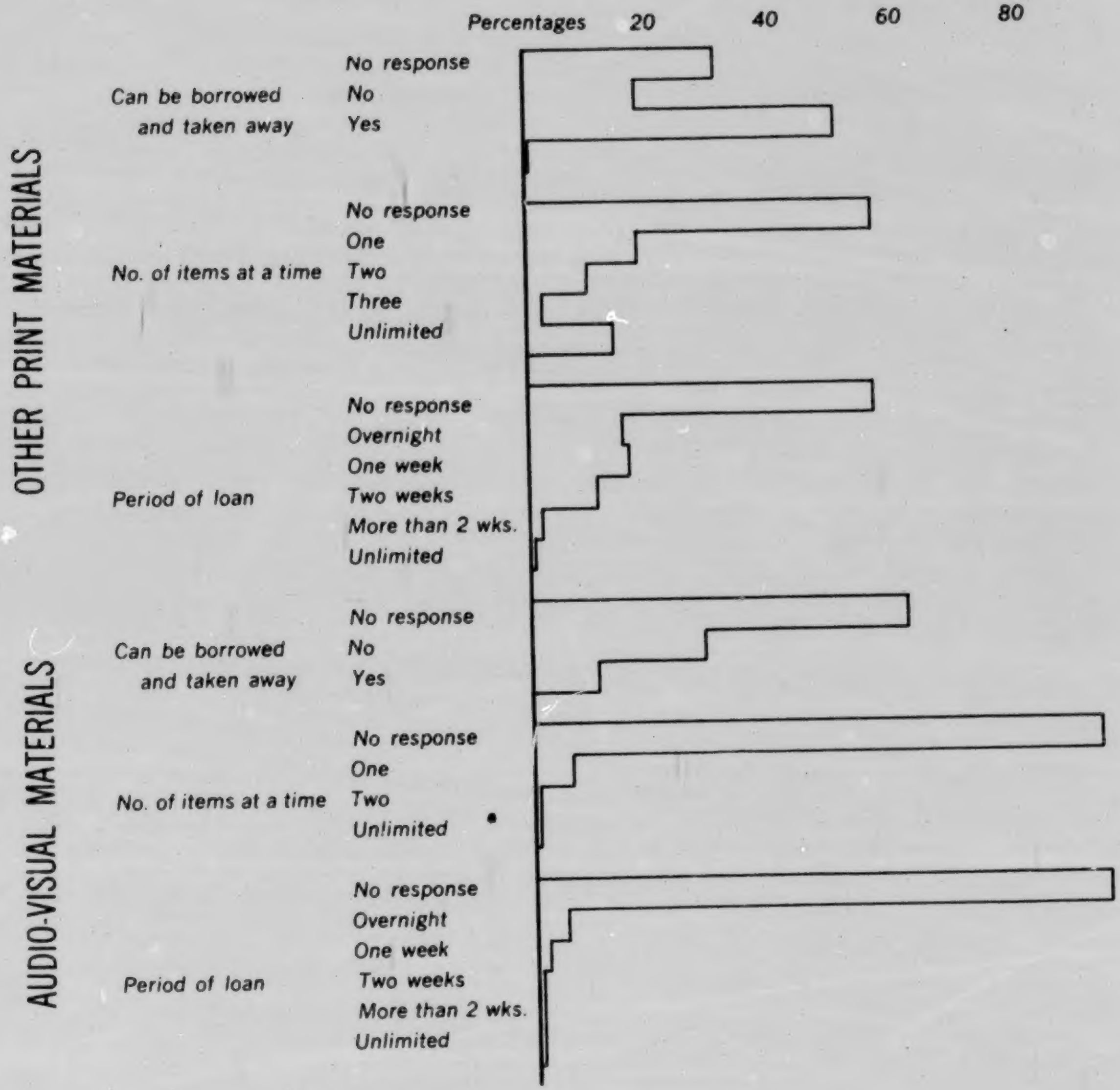


Figure 3.46

Non Government Schools

Student Borrowing Policy

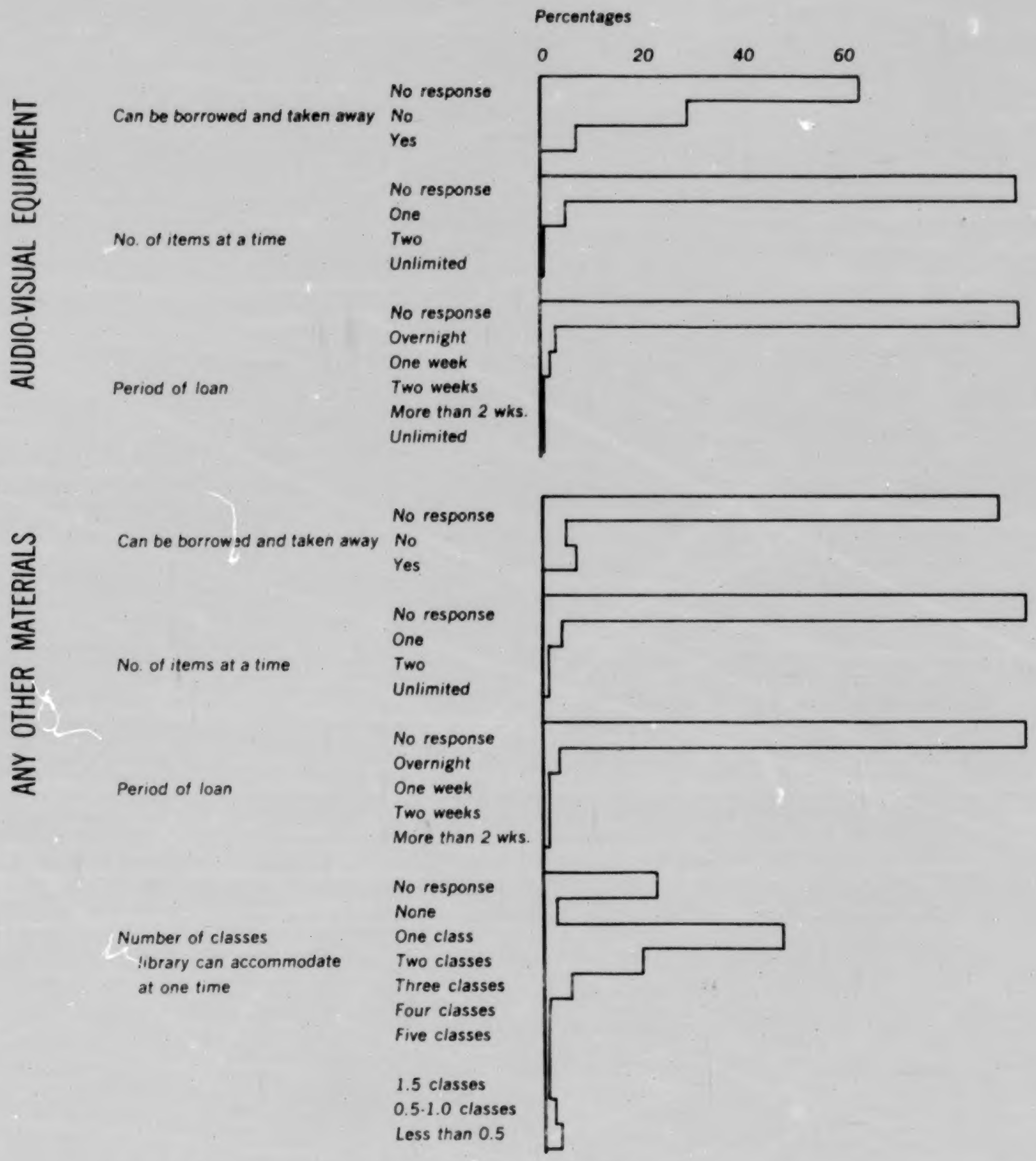


Figure 3.47 Non Government Schools

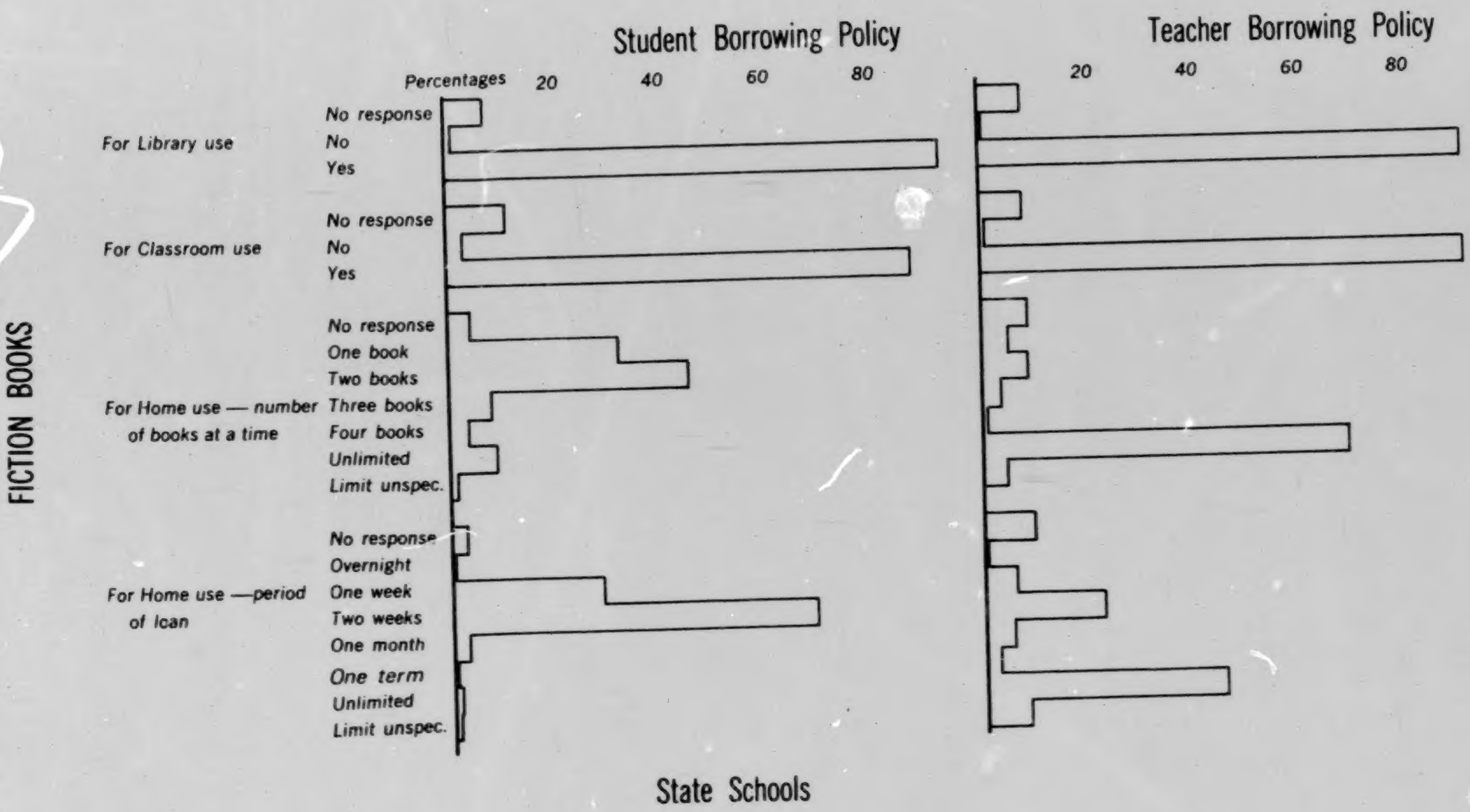

FICTION BOOKS
Student Borrowing Policy
Teacher Borrowing Policy
Percentages
20
40
60
80
20
40
60
80
For Library use
No response
No
Yes
For Classroom use
No response
No
Yes
For Home use — number of books at a time
No response
One book
Two books
Three books
Four books
Unlimited
Limit unspec.
For Home use —period of loan
No response
Overnight
One week
Two weeks
One month
One term
Unlimited
Limit unspec.
State Schools

Figure 3.48

NON FICTION BOOKS

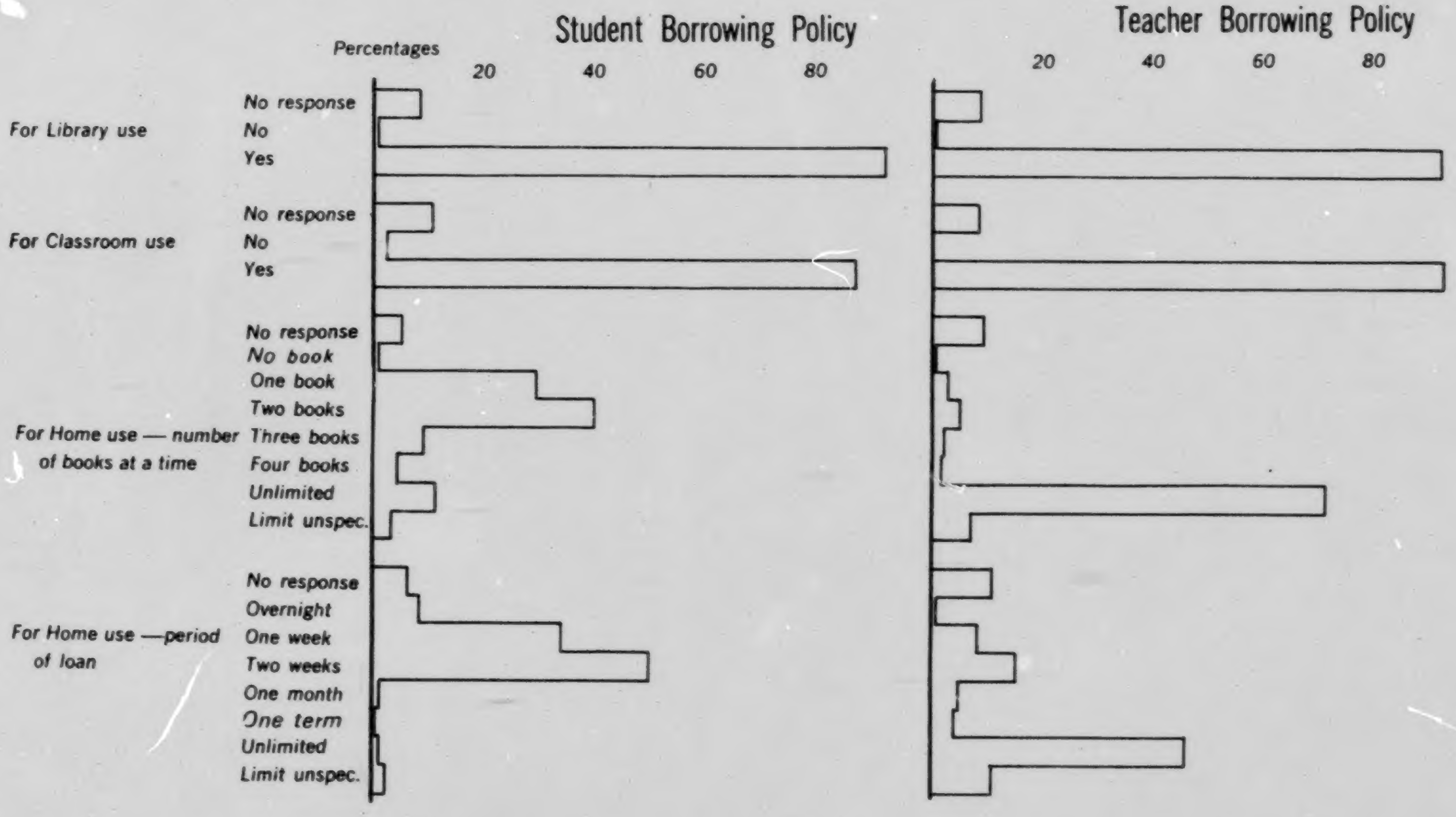
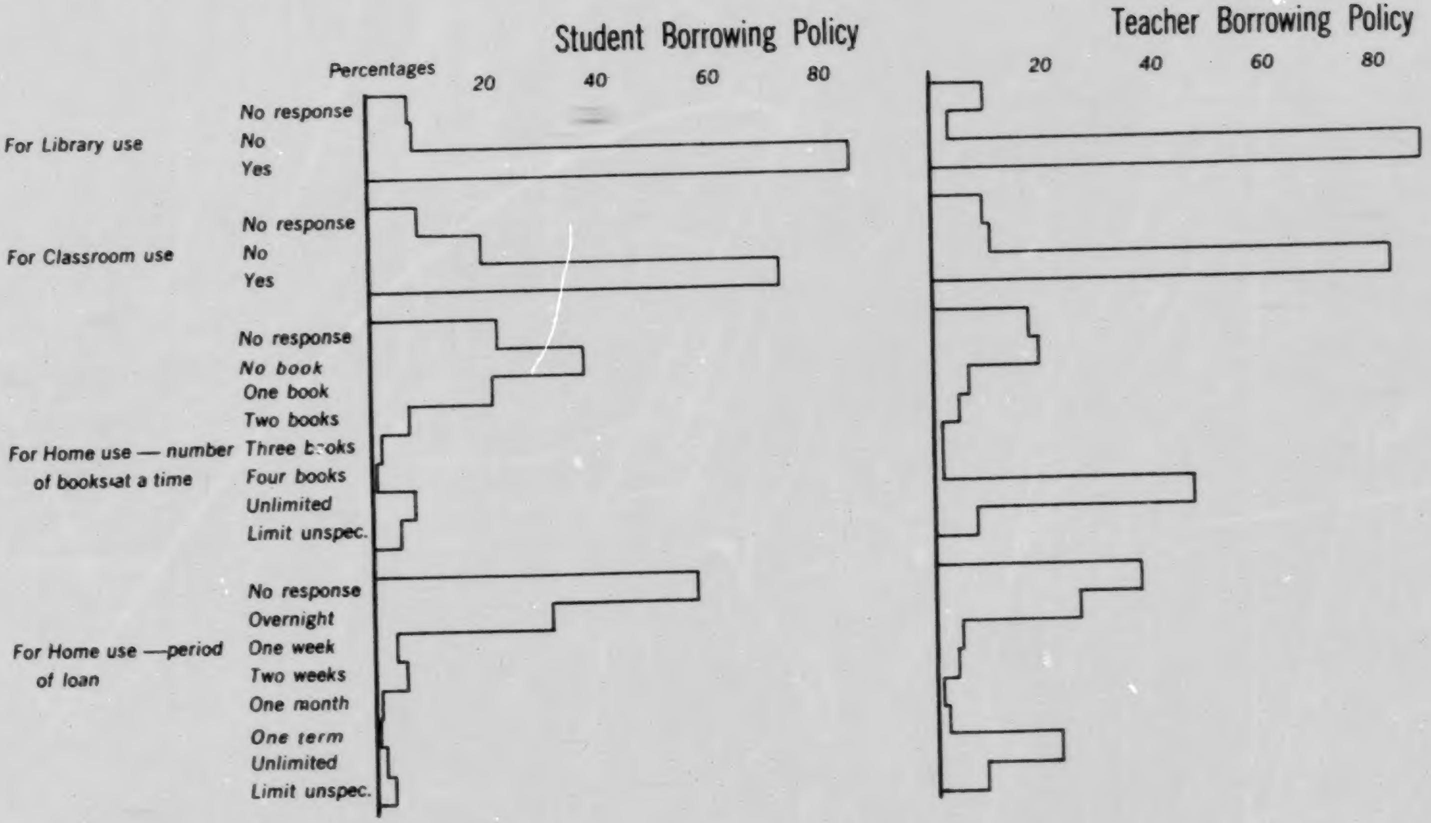


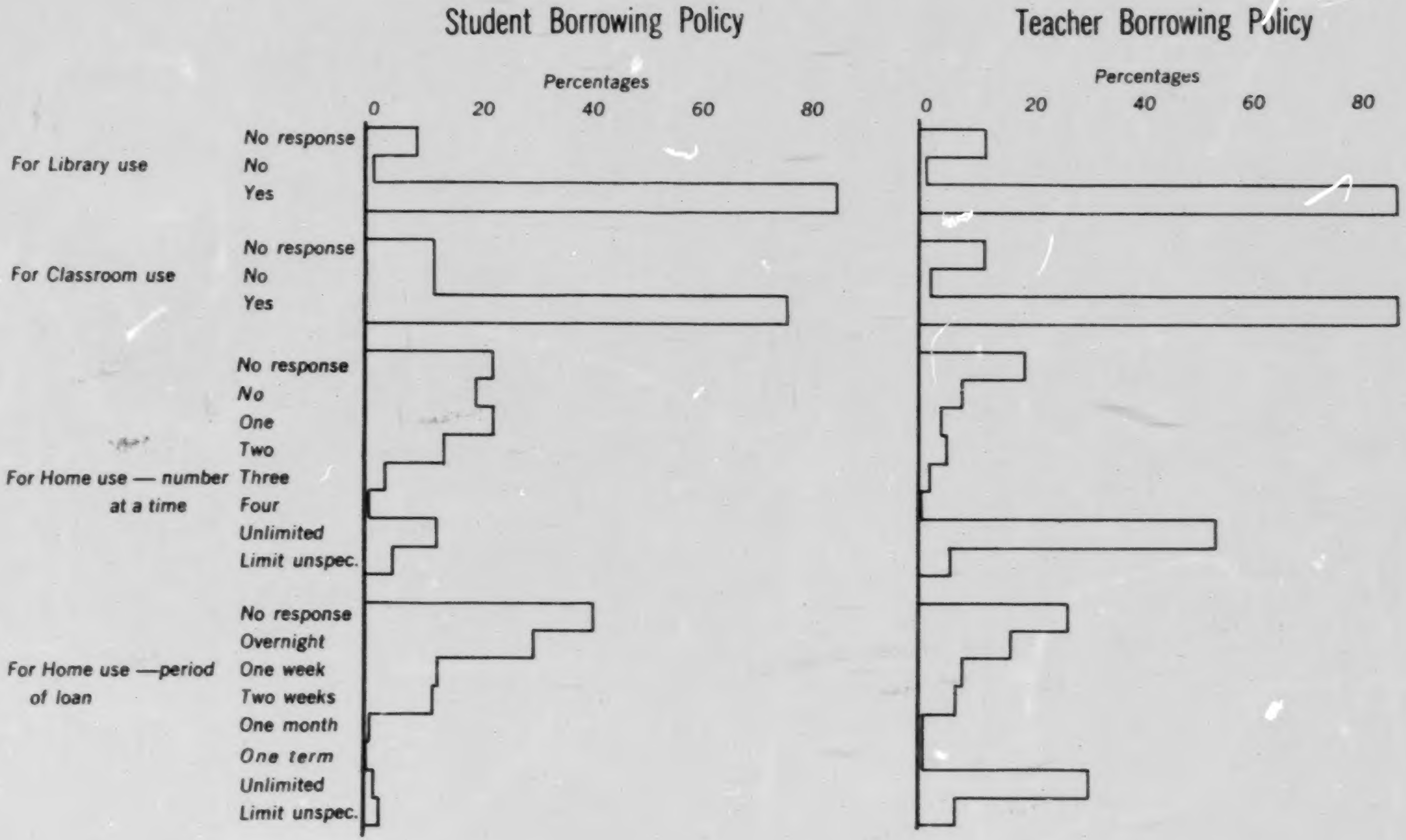
Figure 3.49

State Schools



State Schools

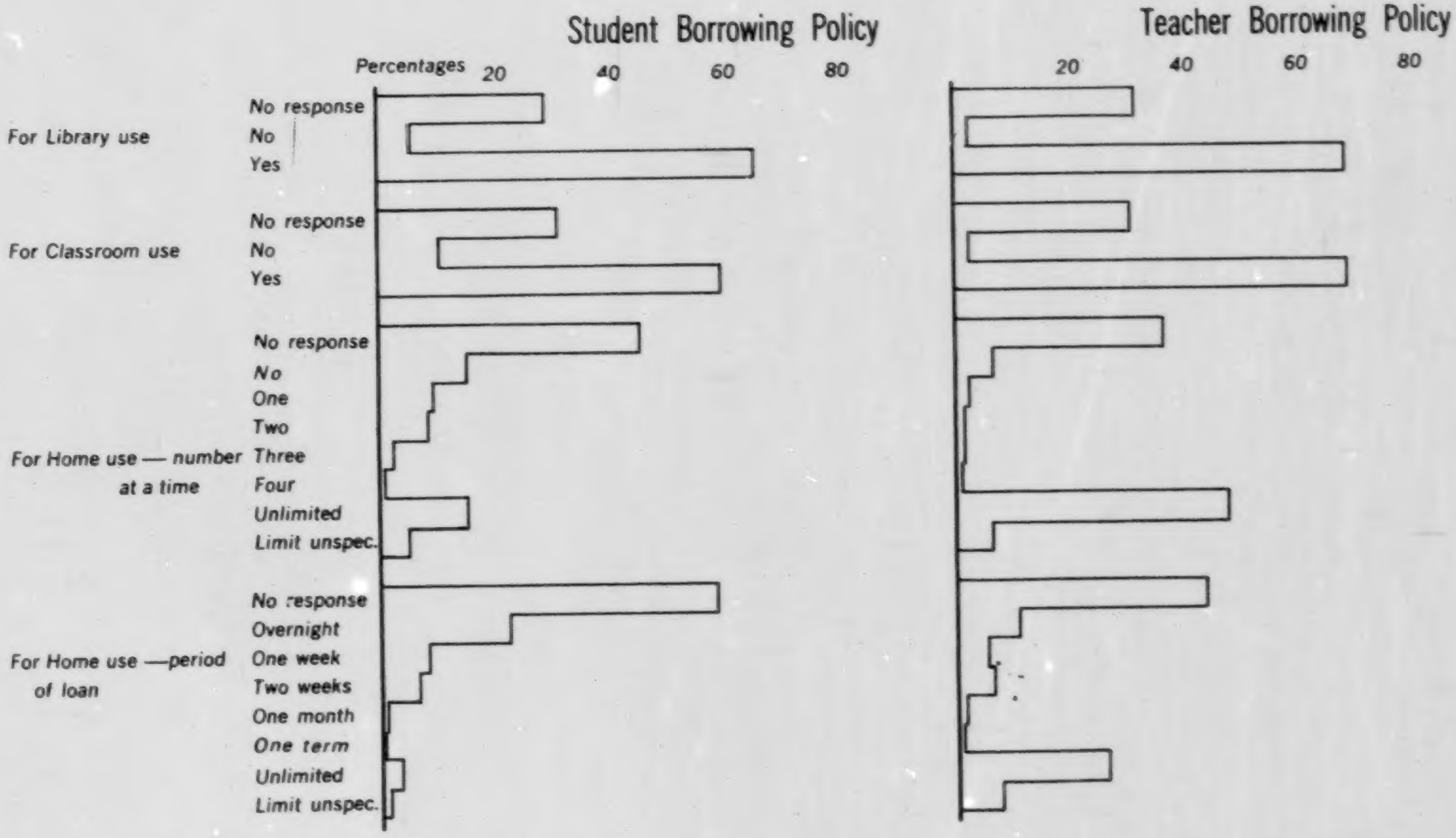
Figure 3.50


Student Borrowing Policy

Teacher Borrowing Policy

Figure 3.51

State Schools



State Schools

Figure 3.52

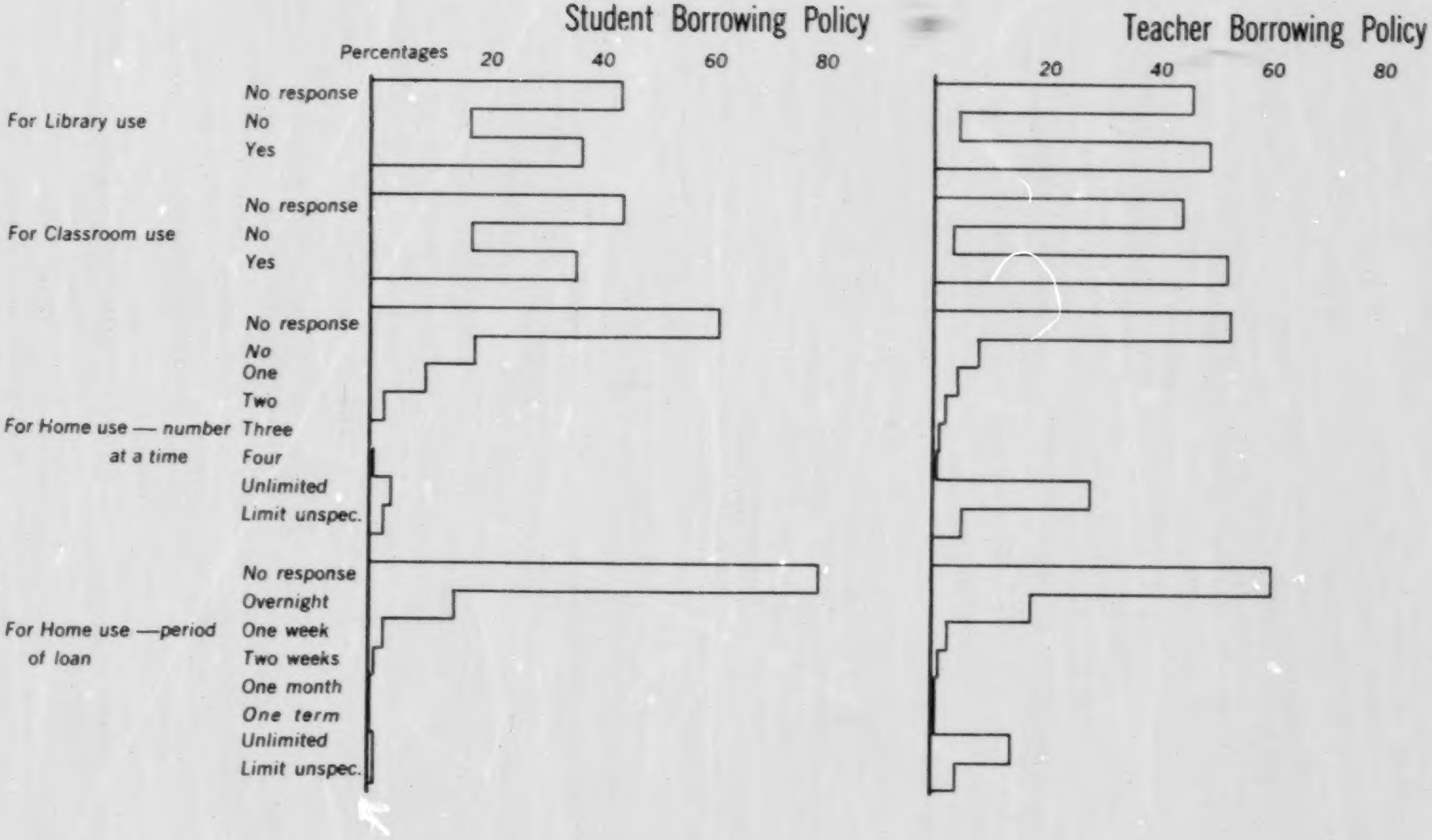


Figure 3.53

State Schools

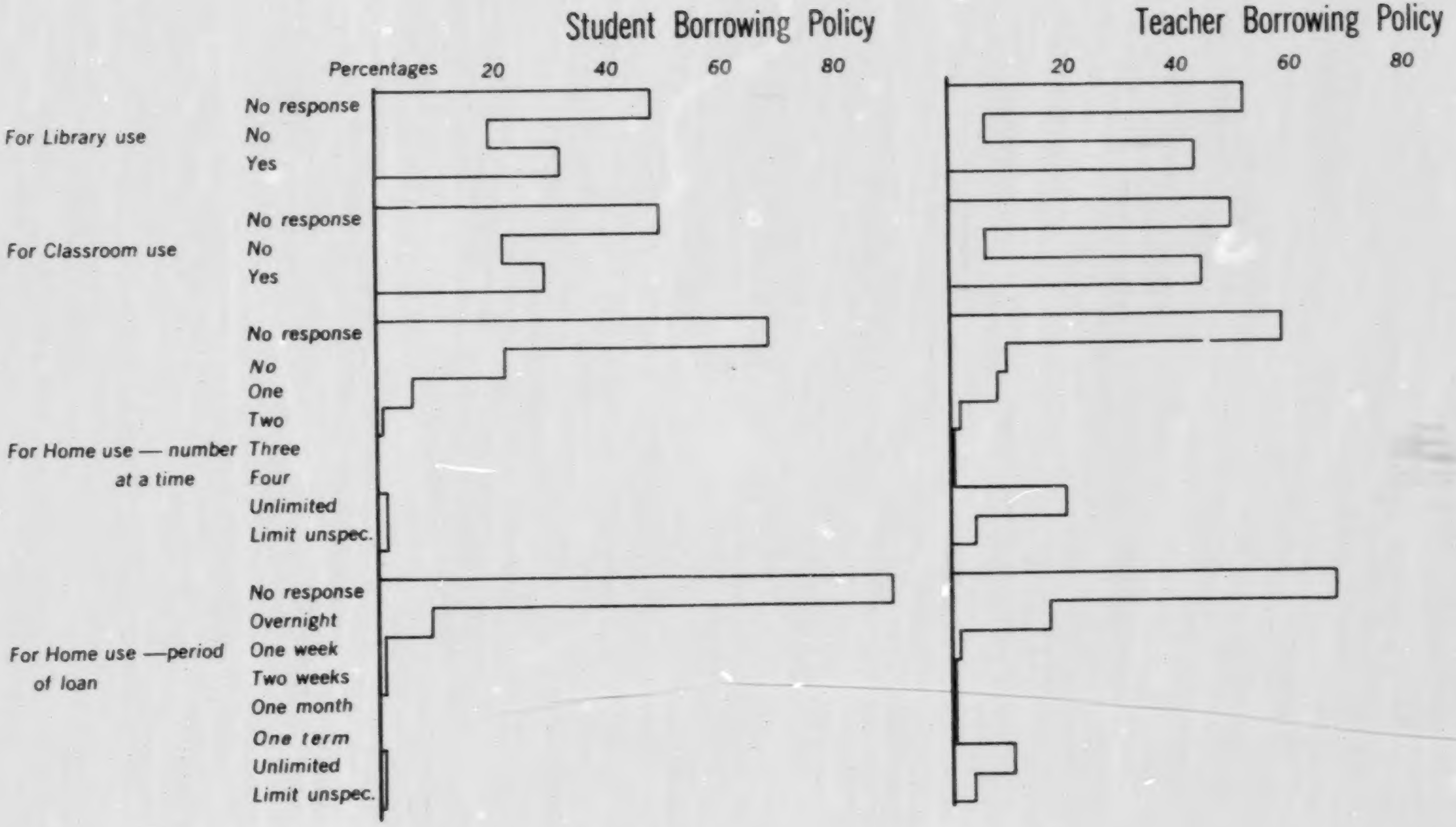


Figure 3.54 State Schools

ANY OTHER MATERIALS

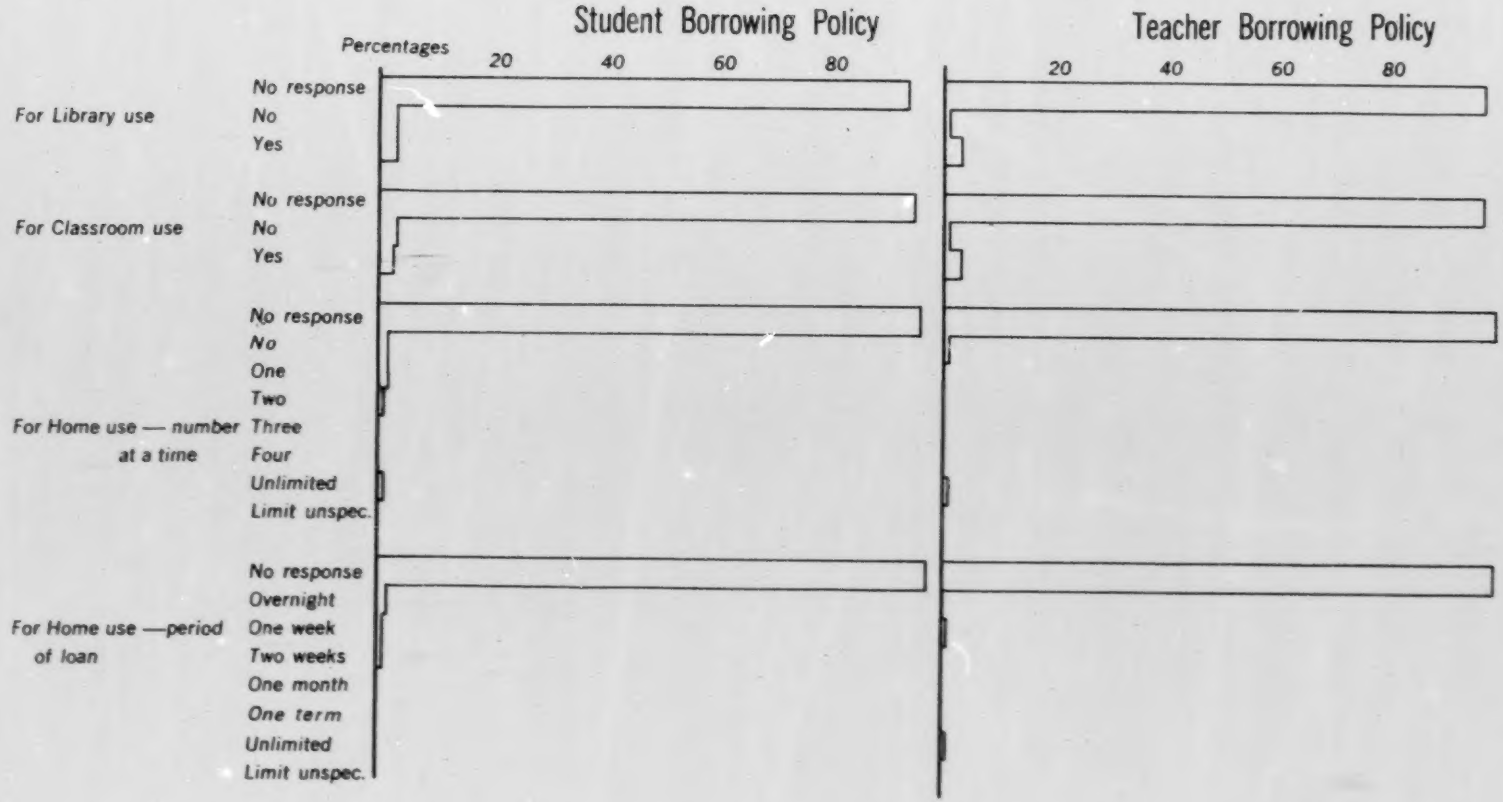


Figure 3.55

State Schools

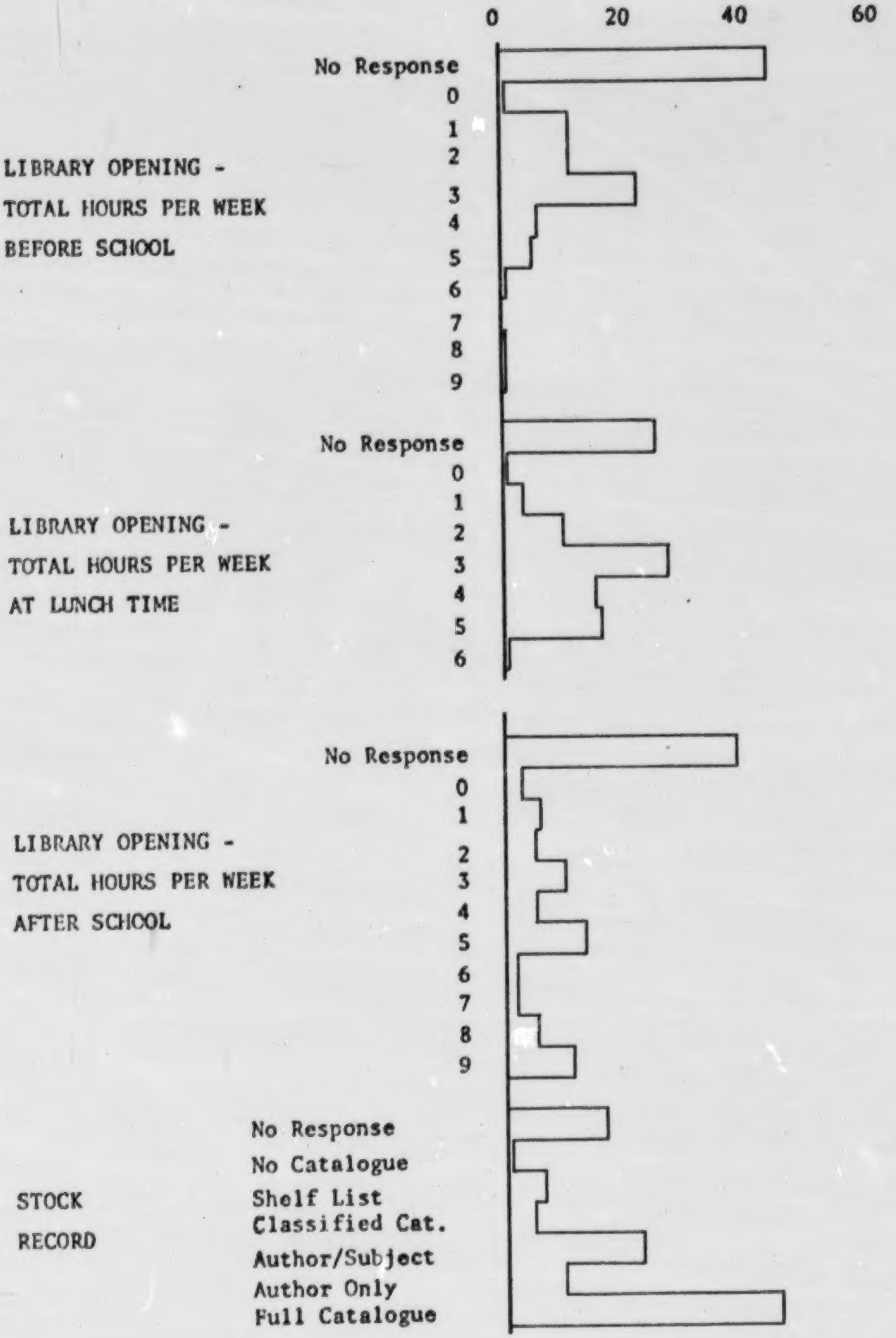


FIGURE 3.56 INDEPENDENT SCHOOLS

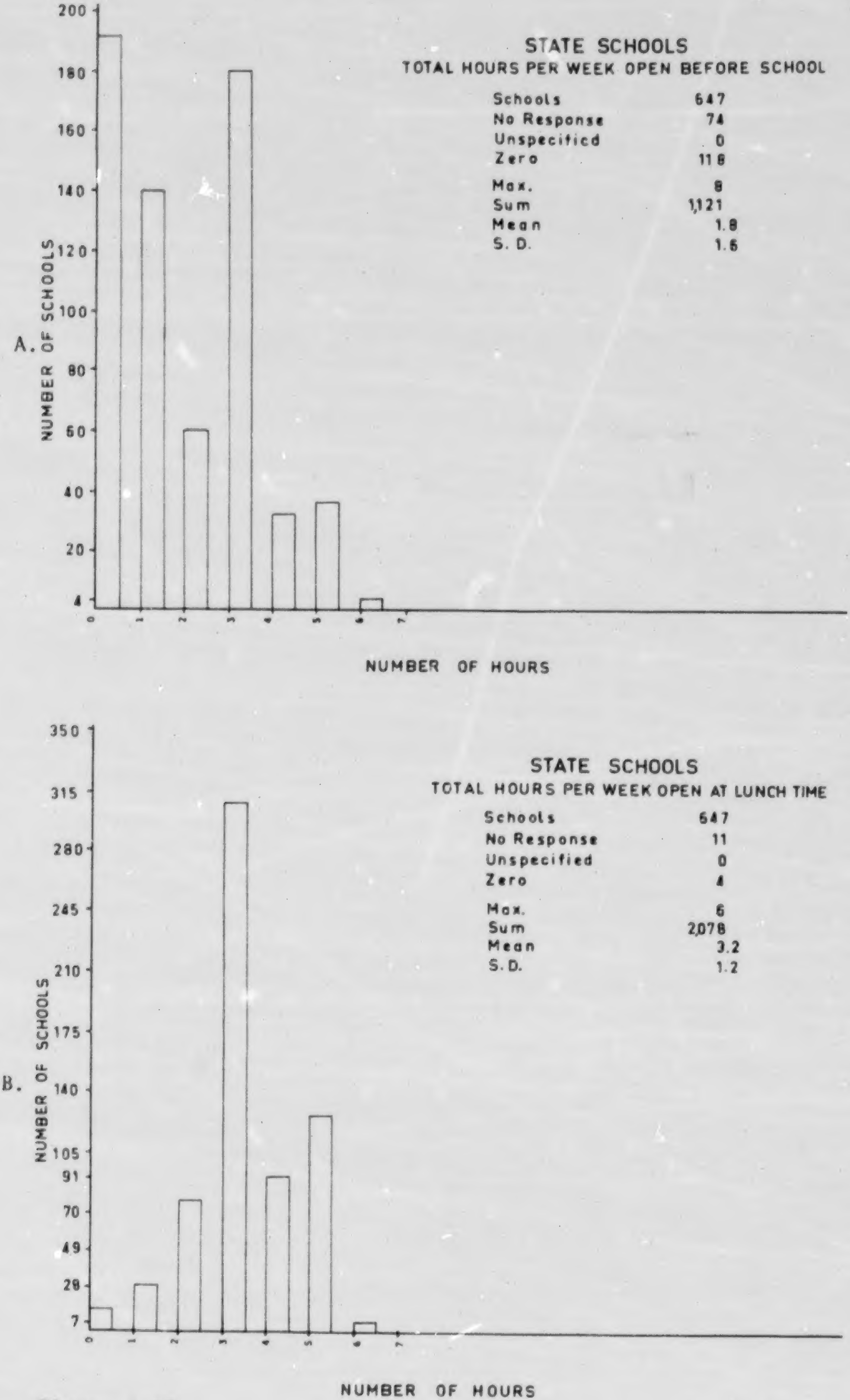

A.
STATE SCHOOLS
TOTAL HOURS PER WEEK OPEN BEFORE SCHOOL
Schools 647
No Response 74
Unspecified 0
Zero 118
Max. 8
Sum 1,121
Mean 1.8
S. D. 1.6
NUMBER OF SCHOOLS
200
180
160
140
120
100
80
60
40
20
4
0
1
2
3
4
5
6
7
NUMBER OF HOURS
B.
STATE SCHOOLS
TOTAL HOURS PER WEEK OPEN AT LUNCH TIME
Schools 647
No Response 11
Unspecified 0
Zero 4
Max. 6
Sum 2,078
Mean 3.2
S. D. 1.2
NUMBER OF SCHOOLS
350
315
280
245
210
175
140
105
91
70
49
28
7
0
1
2
3
4
5
6
7
NUMBER OF HOURS

Figure 3.57

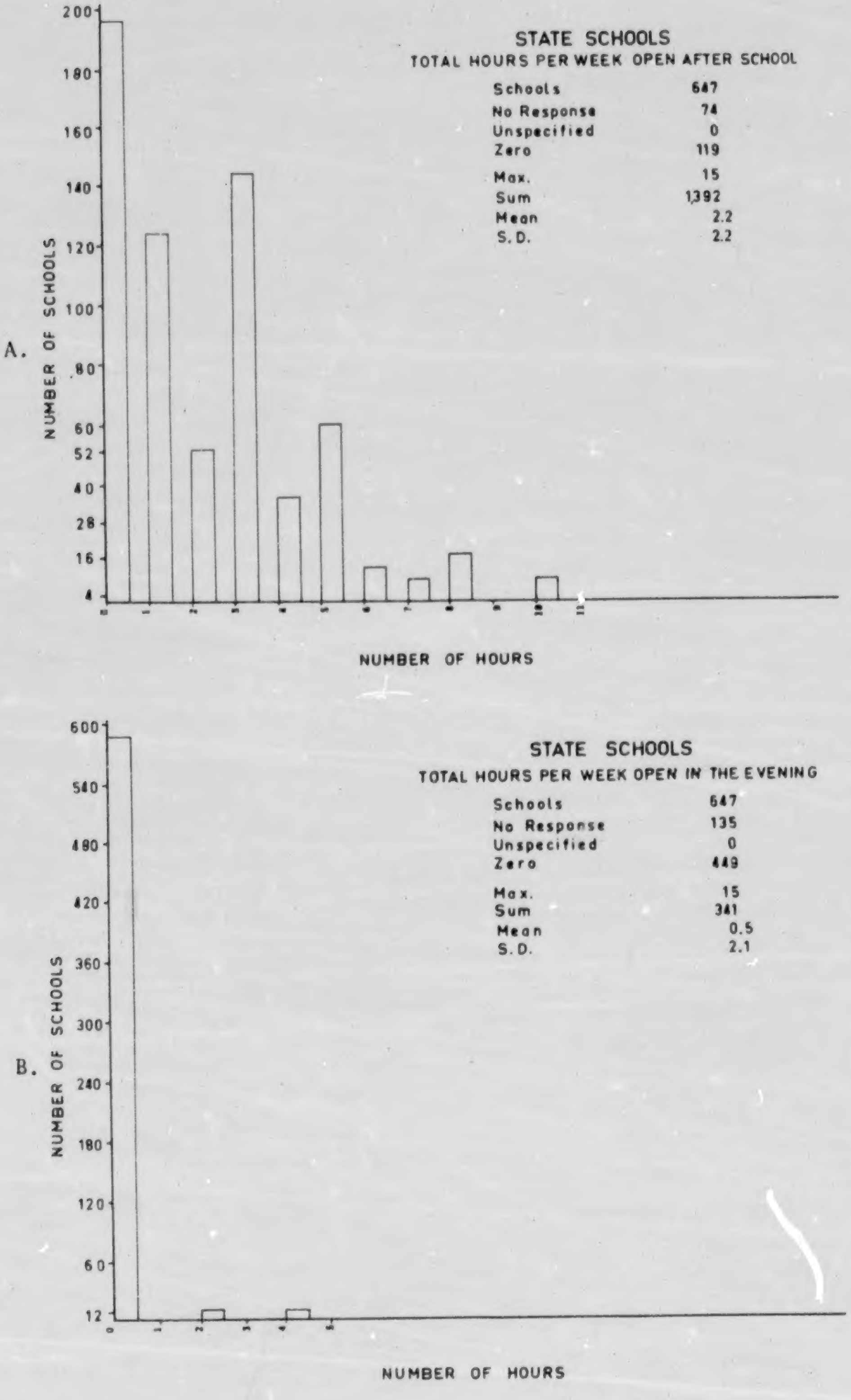

A.
STATE SCHOOLS
TOTAL HOURS PER WEEK OPEN AFTER SCHOOL
Schools 647
No Response 74
Unspecified 0
Zero 119
Max. 15
Sum 1392
Mean 2.2
S.D. 2.2
NUMBER OF SCHOOLS
200
180
160
140
120
100
80
60
52
40
28
16
4
0
1
2
3
4
5
6
7
8
9
10
11
NUMBER OF HOURS
B.
STATE SCHOOLS
TOTAL HOURS PER WEEK OPEN IN THE EVENING
Schools 647
No Response 135
Unspecified 0
Zero 449
Max. 15
Sum 341
Mean 0.5
S.D. 2.1
NUMBER OF SCHOOLS
600
540
480
420
360
300
240
180
120
60
12
0
1
2
3
4
5
NUMBER OF HOURS

Figure 3.58

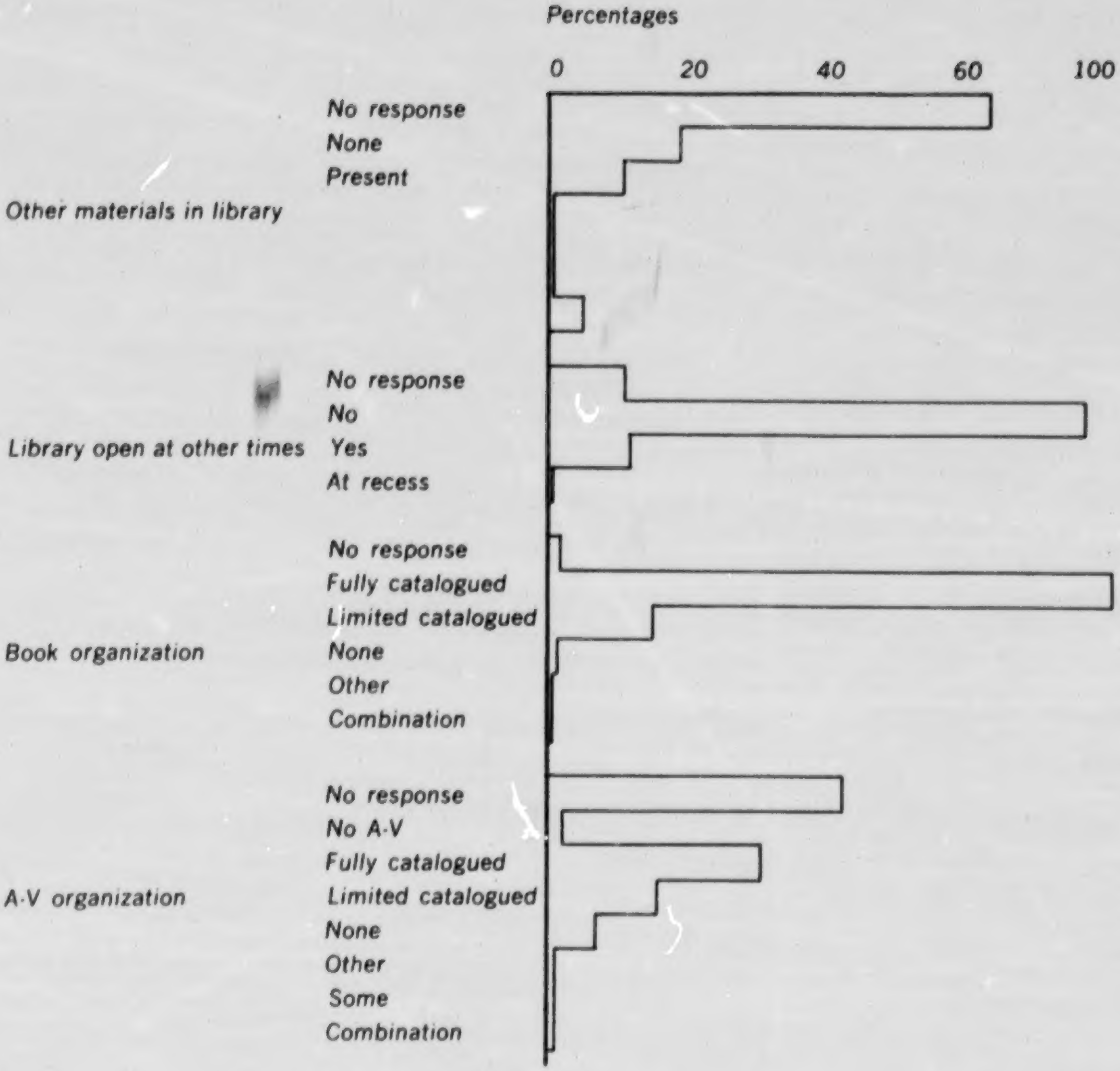


Figure 3.59 State Schools

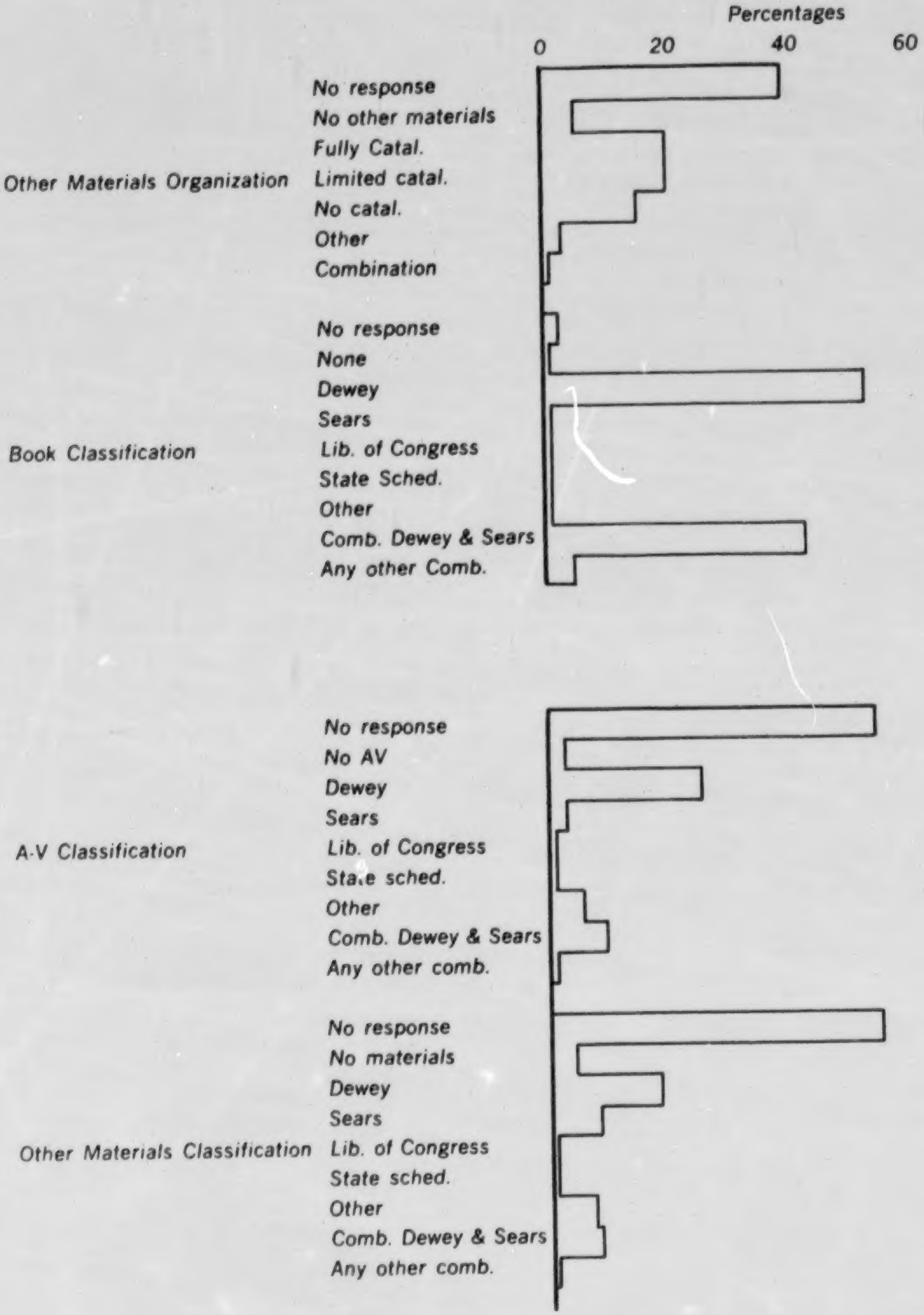


Figure 3.60 State Schools

IV. USE OF LIBRARY FACILITIES

Up to this point, an attempt has been made to establish that the grant of $57,000,000 for secondary school library purposes has been followed by:

- the building of several hundred large and very attractive libraries;
- the purchase of a significant number of books and audio-visual materials;
- a significant improvement in the number and quality of library staffs;
- the offering of effective services to both students and teachers.

These effects represent an impressive list of achievements, and, to the outside observer, the Commonwealth libraries seem to carry the message of power, movement, vitality, purpose, achievement and confidence. But one cannot assume a positive relationship between the properties of libraries and the experience of students. Obviously good facilities provide good experiences only if they are used. The educational process is a subtle and delicate one about which we know little, but it surely thrives upon participation, enthusiasm, and responsibility. Without participation, education cannot occur, however excellent the arrangements may be.

The detailed examination of the degree of participation is presented in this segment of the report in an attempt to show the way in which teachers use the libraries in their efforts to help students, and how students take advantage of the enriched offerings. We will follow the pattern established in the previous segment of considering the student and teacher usage patterns as they relate to buildings, staffing, materials and services.

A. Student Use

In a study of nine Brisbane secondary schools (1971), it was possible to determine some measure of the impact of new library buildings and of trained library staff on the quantity of student library usage.

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Eight of the schools in the study can be categorized as in Table 30 (enrolments in brackets):

Table 30. Categorization of Schools in Brisbane Study of Library Usage.

(At time of testing, June 1971).

NO COMMONWEALTH LIBRARY		A TYPE (QUEENSLAND) COMMONWEALTH LIBRARY IN OPERATION	
A. No qualified staff; one teacher-librarian appointed 5 July, 1971.	B. One teacher-librarian since July, 1970; no change in staff anticipated.	C. One teacher-librarian since July, 1970; no change in staff anticipated.	D. One teacher-librarian since July, 1970; second teacher-librarian appointed 5 July, 1971.
A1 (1011)	B1 (1077)	C1 (1003)	D1 (1268)
A2 (1032)	B2 (932)	C2 (1329)	D2 (1223)

State High School "E1" is a special case in that it has a larger Commonwealth Library (B type, Queensland), a lower enrolment (910 dropping to 700) than the other schools, and has had two full-time teacher-librarians for a longer period --- one appointed 3 July, 1970, the second in January, 1971. It has, therefore, building and staff provisions closer to Commonwealth target standards than any of the other 8 schools.

A preliminary form of the Questionnaire for a Sample of the Student Body (Appendix E), was administered to a total of 1591 students in these nine schools. Responses to Question 1 about the frequency of use by students of the school library reveal interesting differences between schools. In schools A1 and A2 grouped together, only 23.5% reported going to the library two or more times a week. These schools had neither Commonwealth libraries nor qualified library staff at the time of testing. Corresponding figures are for B1 and B2 - 35.7%, for C1 and C2 - 63.9%, for D1 and D2 - 66.5%, and for School E1 - 75.6%. In Figure 4.1, the four

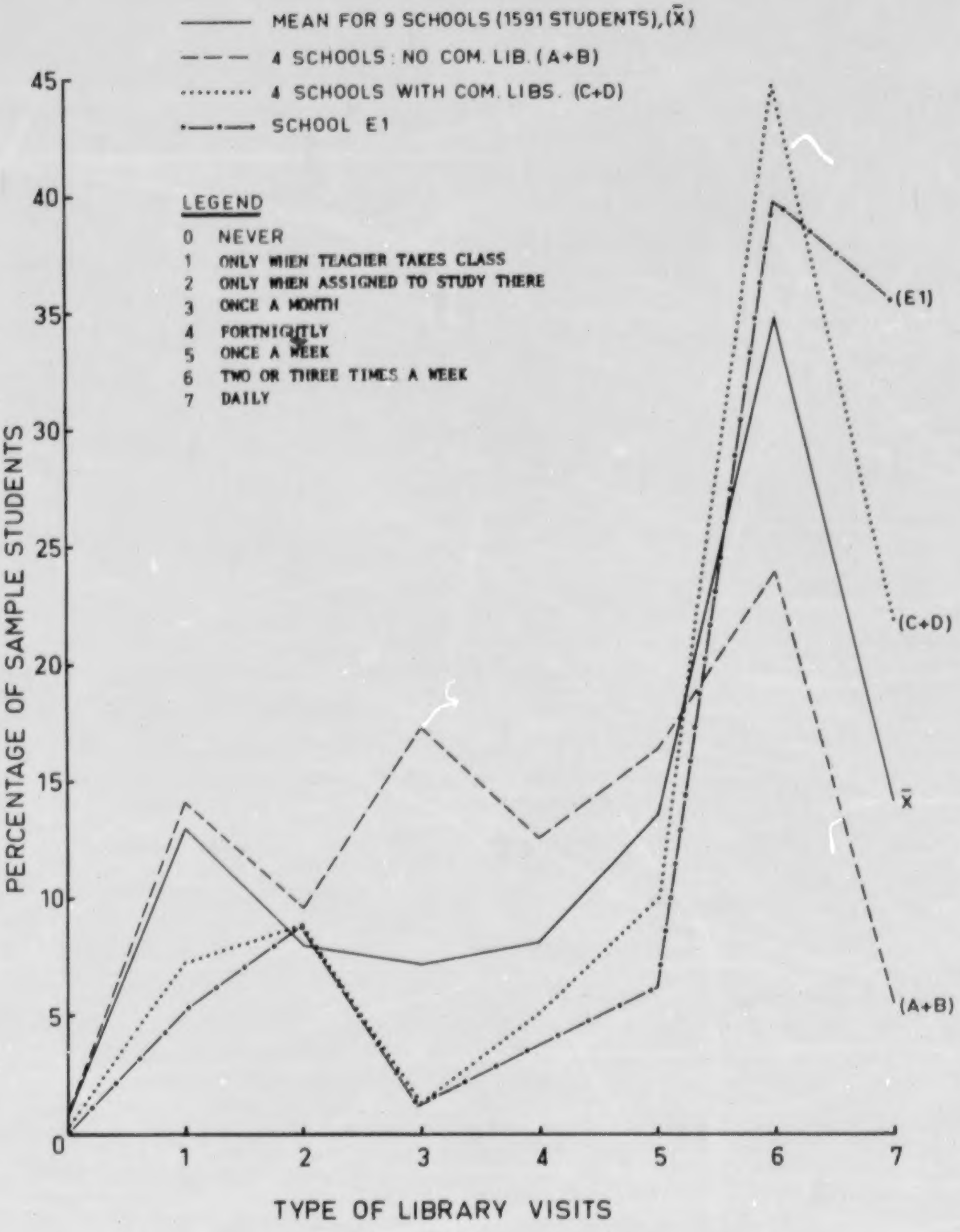


FIGURE 4.1 FREQUENCY OF STUDENT LIBRARY VISITS.

schools without Commonwealth libraries are grouped and compared to the five that have Commonwealth libraries, in terms of this same question. It is apparent that the new buildings have an impact on the frequency of visits and that when qualified staff are added the impact is even greater.

To support this finding, the responses of 1306 students to the same question in the 6 National Case Studies show that 69.1% of these students go to the new Commonwealth libraries two or more times a week (Table 31). It was also interesting to discover that the longer the Commonwealth library had been established, the higher the frequency of use. This would contradict any suggestion of a Hawthorn effect, but rather, supports the concept of natural growth in usage of the facilities.

Table 31. Frequency of School Library Usage by 1306 Students

1. Tick one category which best describes how often you use the school library.

10	(0.7%)	Never
90	(6.8%)	Only when my teacher takes the class there
66	(5.0%)	Only when assigned (sent) to study in the library
37	(2.0%)	Once a month
52	(3.9%)	Every two weeks
136	(10.4%)	Once a week
495	(37.9%)	Two or three times per week
225	(17.2%)	Once a day
183	(14.0%)	Two or more times a day
12	(0.9%)	No response.

Naturally, however, one cannot conclude that increase in frequency of visits to the school library means a better quality of library usage or a better quality of education. Nor can one make more than the most modest assumptions about increase in library usage being due to improved facilities and the addition or increase in qualified library staff. However, it seems likely that better facilities and staffing have an effect on library usage patterns of students, and, if the effect is permanent, the improved school library seems bound to play a more significant role in secondary education. As one principal stated:

> "The extent to which the library is used is a measure of interest and interest is a measure of motivation, and motivation is related to achievement ... Although letter grades may not be higher, the horizons are certainly broadened; the students' lives are enriched."

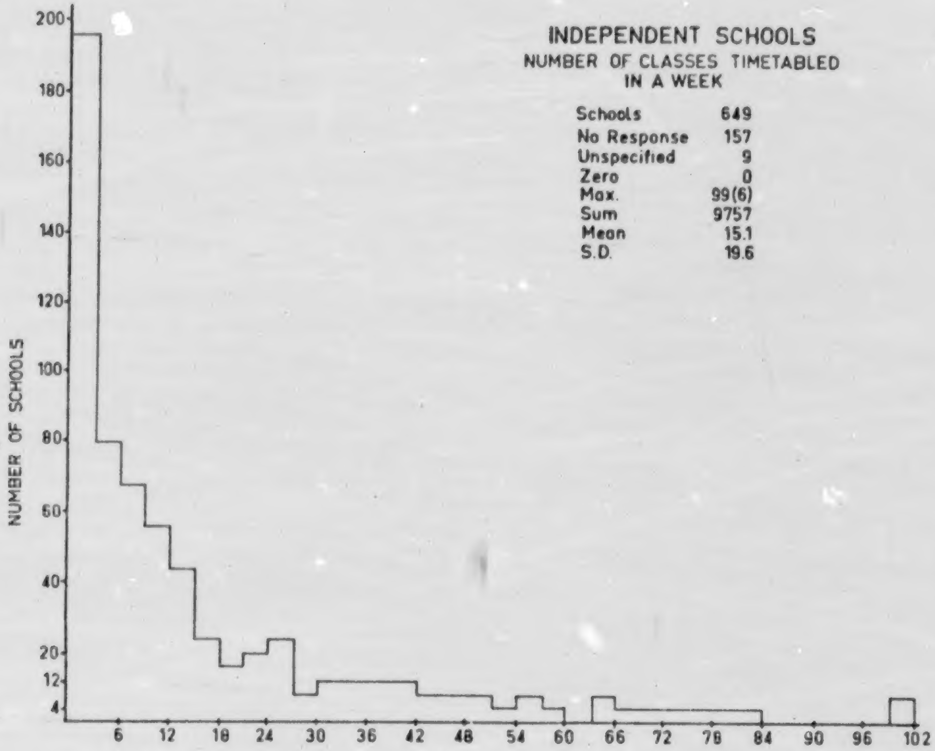
From the evidence just presented it is clear that great numbers of students are going to the new libraries fairly often. What is interesting to find out is the extent to which students are compelled by the timetable to visit the library and the extent to which they go there voluntarily.

The results of the national survey of non-government and government secondary schools indicate differences in library timetabling procedures. In the non-government schools (Figure 4.2) more than twice as many classes on the average are booked into the library by teachers as are firmly timetabled on a rigid basis ($\overline{X}$ 32.8 v. 15.1). In government schools the procedure and difference is reversed (Figure 4.3), even in Commonwealth libraries (Table 32).

However, the national survey of 646 government schools also revealed (Table 32) that the average number of students in the library before school, at lunch time, after school and in the evenings is much greater in Commonwealth libraries than the national norms. (See also Figures 4.4 to 4.7).

Furthermore, for two States the daily average number of students occupying the library at these times was calculated for non-Commonwealth and Commonwealth libraries.

A.


INDEPENDENT SCHOOLS
NUMBER OF CLASSES TIMETABLED IN A WEEK
Schools 649
No Response 157
Unspecified 9
Zero 0
Max. 99(6)
Sum 9757
Mean 15.1
S.D. 19.6
NUMBER OF SCHOOLS
200
180
160
140
120
100
80
60
40
20
12
4
6
12
18
24
30
36
42
48
54
60
66
72
78
84
90
96
102

B.

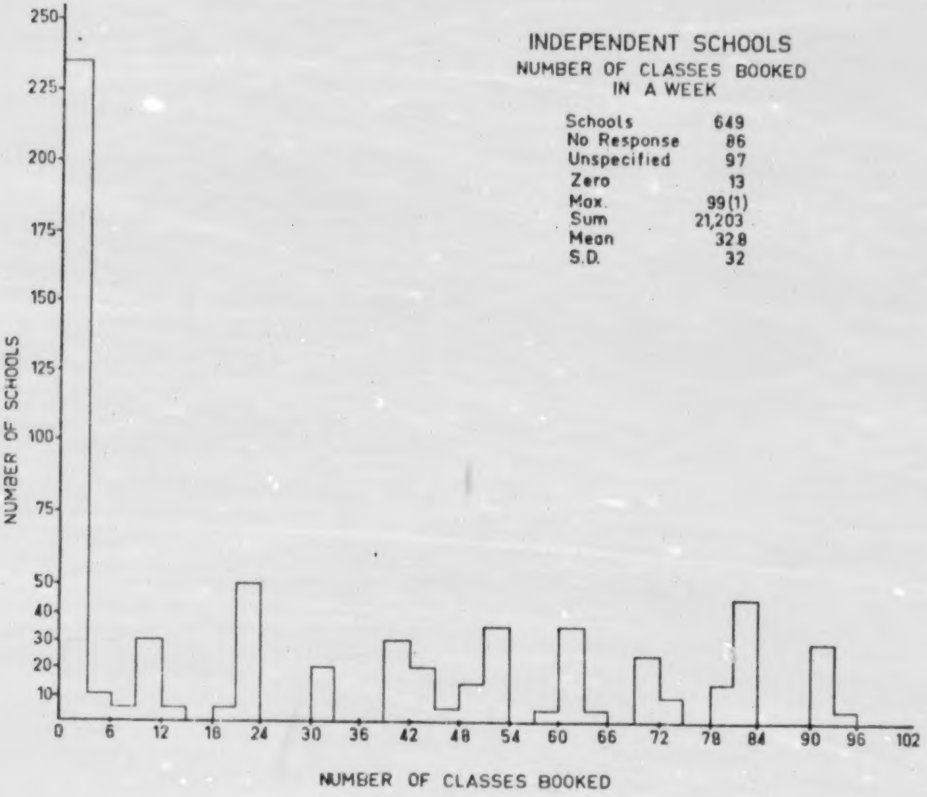
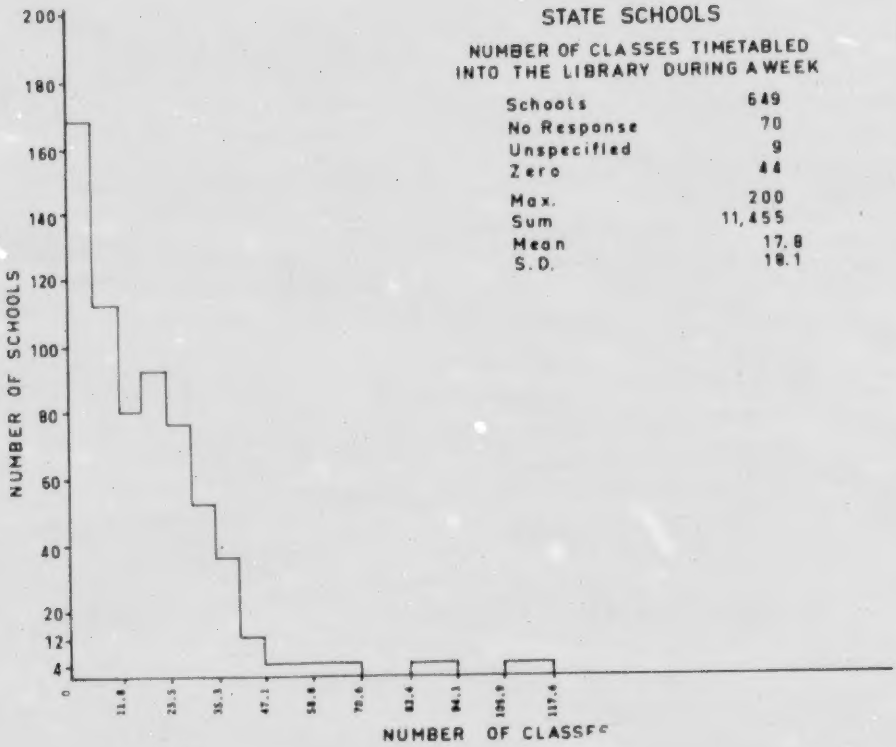

INDEPENDENT SCHOOLS
NUMBER OF CLASSES BOOKED IN A WEEK
Schools 649
No Response 86
Unspecified 97
Zero 13
Max. 99(1)
Sum 21,203
Mean 32.8
S.D. 32
NUMBER OF SCHOOLS
250
225
200
175
150
125
100
75
50
40
30
20
10
0
6
12
18
24
30
36
42
48
54
60
66
72
78
84
90
96
102
NUMBER OF CLASSES BOOKED

Figure 4.

A.


STATE SCHOOLS
NUMBER OF CLASSES TIMETABLED INTO THE LIBRARY DURING A WEEK
Schools 649
No Response 70
Unspecified 9
Zero 44
Max. 200
Sum 11,455
Mean 17.8
S.D. 18.1
NUMBER OF SCHOOLS
200
180
160
140
120
100
80
60
40
20
12
4
0
11.8
23.5
35.3
47.1
58.8
70.6
82.4
94.1
105.9
117.6
NUMBER OF CLASSES

B.

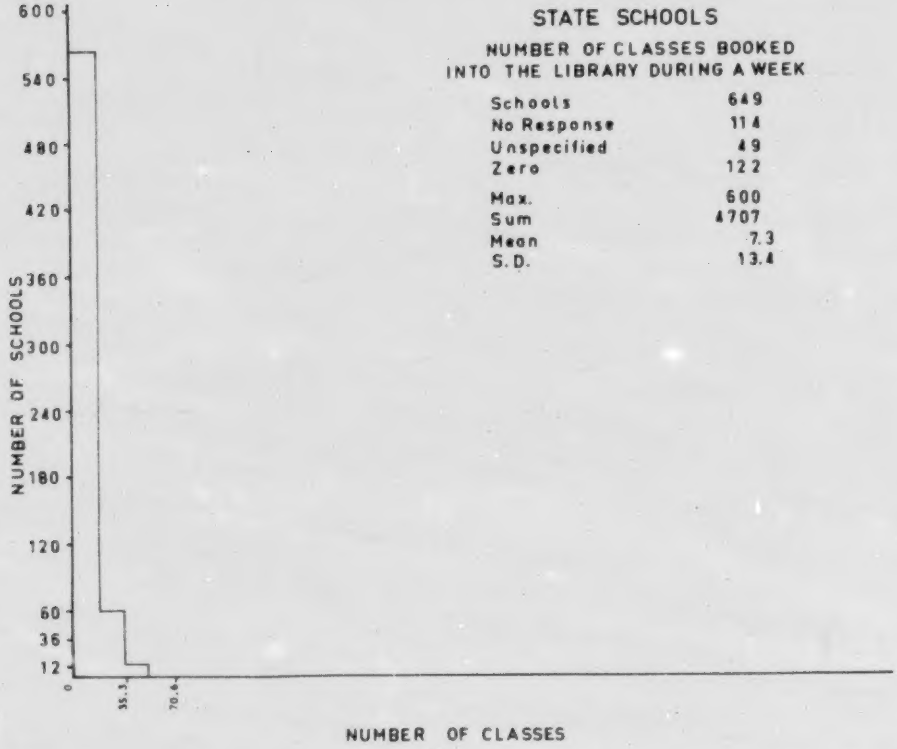

STATE SCHOOLS
NUMBER OF CLASSES BOOKED INTO THE LIBRARY DURING A WEEK
Schools 649
No Response 114
Unspecified 49
Zero 122
Max. 600
Sum 4707
Mean 7.3
S.D. 13.4
NUMBER OF SCHOOLS
600
540
480
420
360
300
240
180
120
60
36
12
0
35.3
70.6
NUMBER OF CLASSES

Figure 4.3

Table 32. State Schools: Student Borrowing Patterns

	National Norms			Commonwealth Libraries		
	Mean	S.D.	Total	Mean	S.D.	Total
Number of students borrowing per week	222.947	239.390	143578	326.446	325.188	21219
Number of fiction borrowed per week	179.854	171.891	115826	240.862	204.385	15656
Number of non-fiction borrowed	219.261	266.393	141204	346.231	343.697	22505
Number of audio-visual items borrowed	4.873	35.186	3138	29.385	111.189	1910
Total items borrowed	396.509	412.155	255352	594.015	539.690	38611
Number students using library before school	18.266	29.465	11763	49.892	70.813	3243
" at lunch time	59.163	53.638	38101	119.123	96.808	7743
" after school	6.974	11.799	4491	15.446	18.256	1004
" in the evening	1.764	8.067	1136	6.569	13.792	427
Number of classes timetabled into library	17.787	18.097	11455	29.369	39.095	1909
Number of classes booked into the library	7.309	13.372	4707	16.723	24.111	1087

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Lunch-time Borrowing

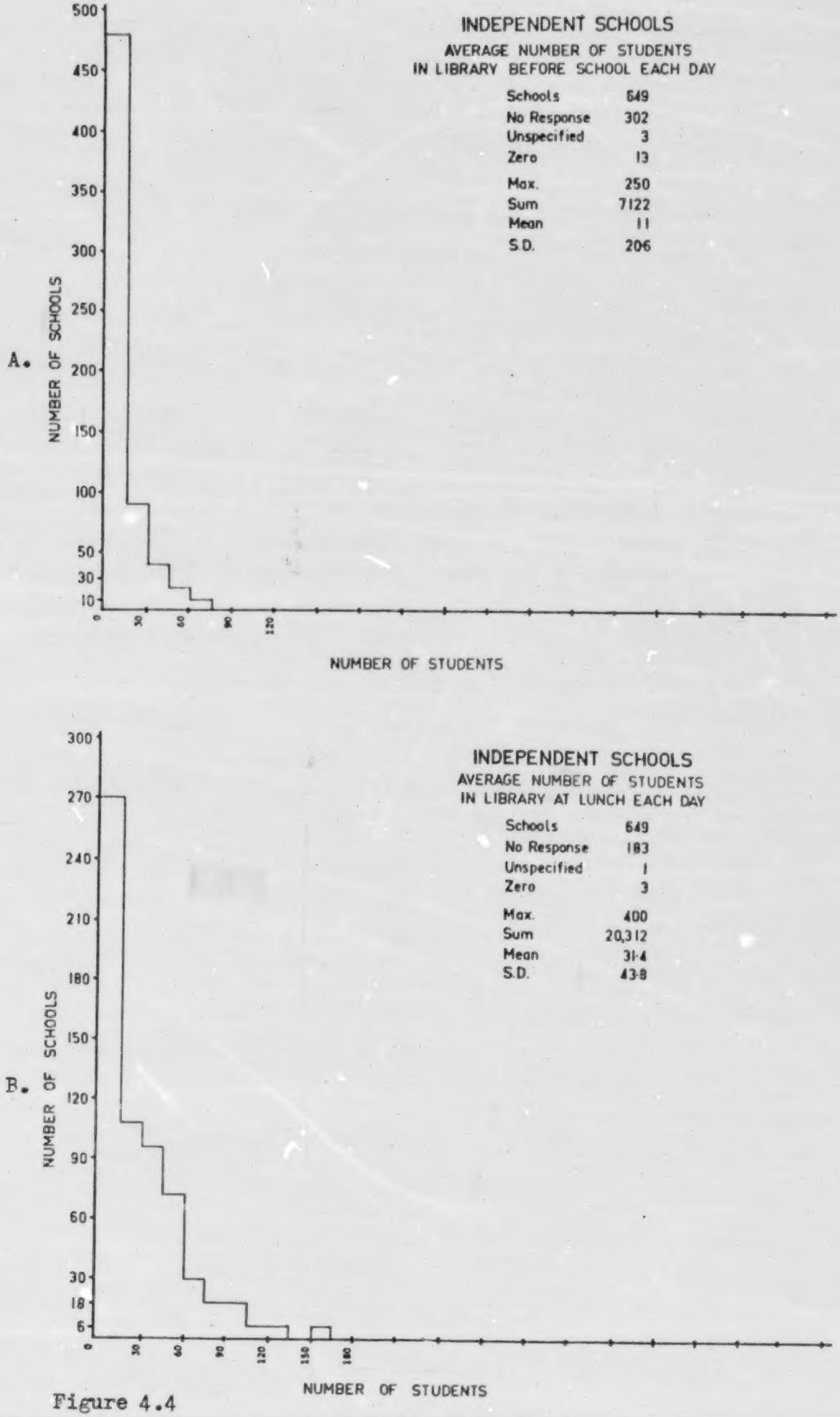

A.
INDEPENDENT SCHOOLS
AVERAGE NUMBER OF STUDENTS
IN LIBRARY BEFORE SCHOOL EACH DAY
Schools 649
No Response 302
Unspecified 3
Zero 13
Max. 250
Sum 7122
Mean 11
S.D. 206
NUMBER OF SCHOOLS
500
450
400
350
300
250
200
150
100
50
30
10
0
30
60
90
120
NUMBER OF STUDENTS
B.
INDEPENDENT SCHOOLS
AVERAGE NUMBER OF STUDENTS
IN LIBRARY AT LUNCH EACH DAY
Schools 649
No Response 183
Unspecified 1
Zero 3
Max. 400
Sum 20,312
Mean 31·4
S.D. 43·8
NUMBER OF SCHOOLS
300
270
240
210
180
150
120
90
60
30
18
6
0
30
60
90
120
150
180
NUMBER OF STUDENTS

Figure 4.4

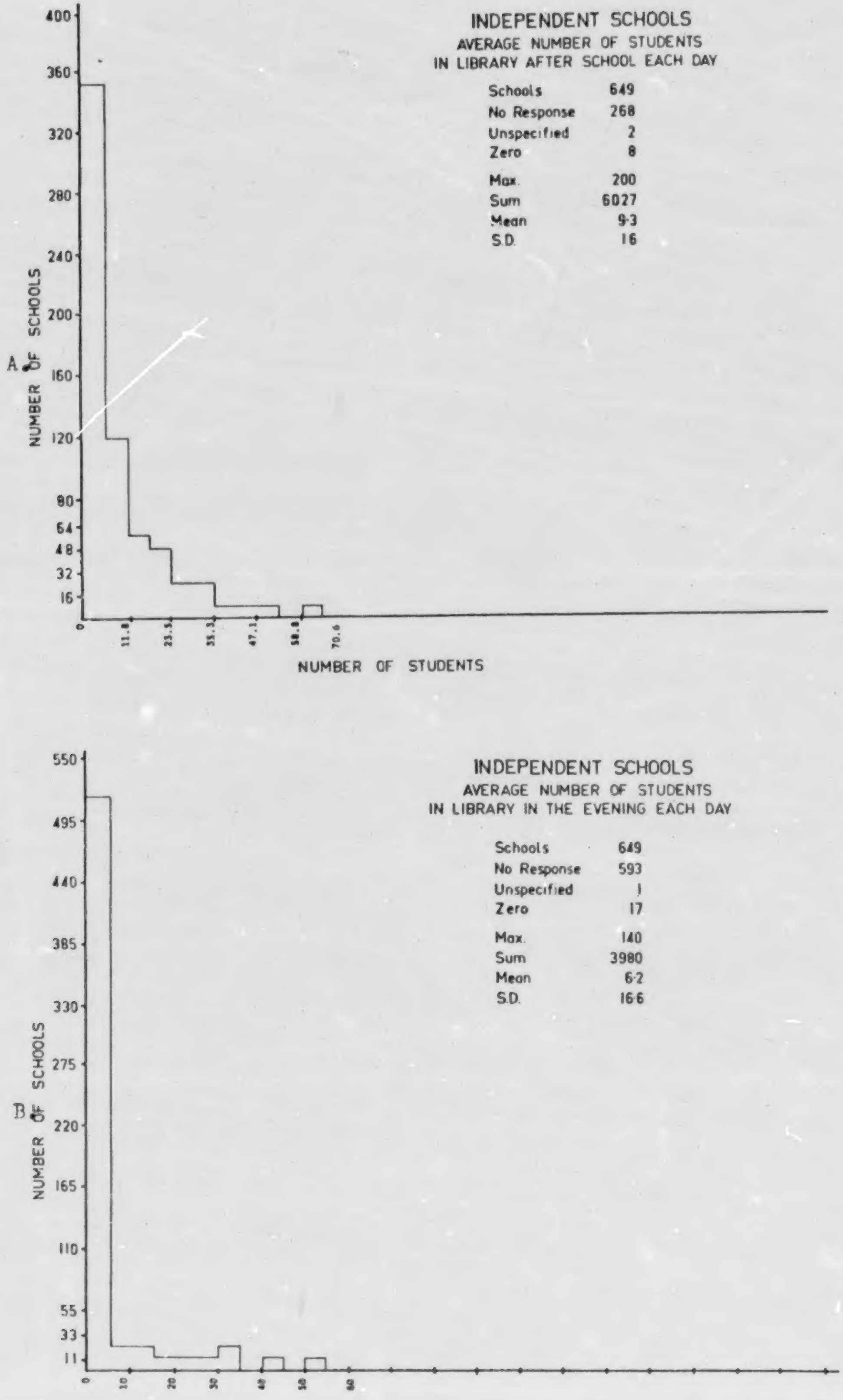
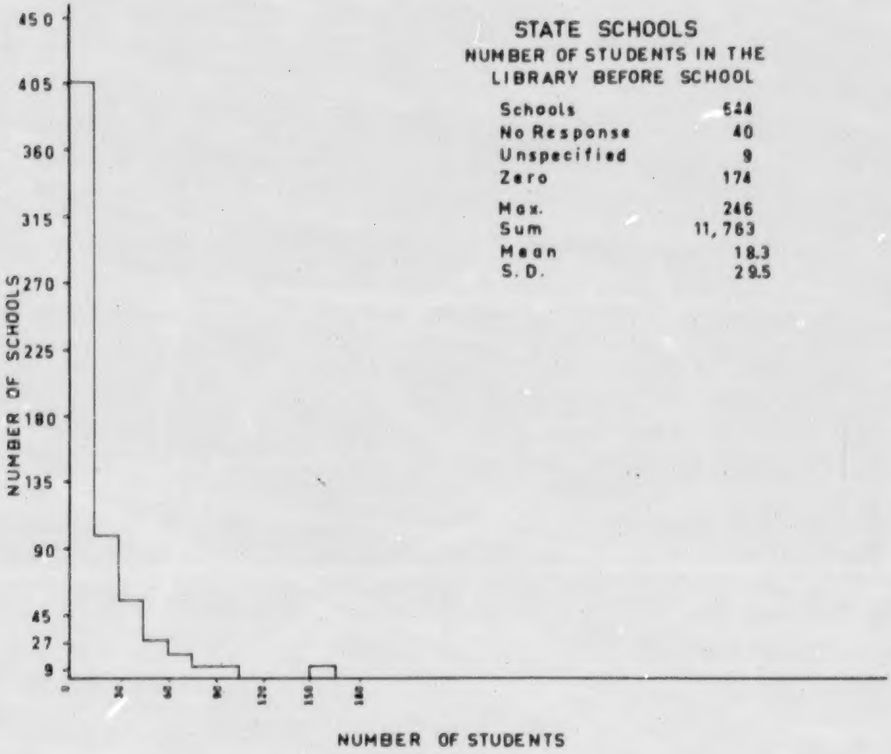

INDEPENDENT SCHOOLS
AVERAGE NUMBER OF STUDENTS
IN LIBRARY AFTER SCHOOL EACH DAY
Schools 649
No Response 268
Unspecified 2
Zero 8
Max. 200
Sum 6027
Mean 9·3
S.D. 16
A
NUMBER OF SCHOOLS
400
360
320
280
240
200
160
120
80
64
48
32
16
0
11.8
23.5
35.3
47.1
58.8
70.6
NUMBER OF STUDENTS
INDEPENDENT SCHOOLS
AVERAGE NUMBER OF STUDENTS
IN LIBRARY IN THE EVENING EACH DAY
Schools 649
No Response 593
Unspecified 1
Zero 17
Max. 140
Sum 3980
Mean 6·2
S.D. 16·6
B
NUMBER OF SCHOOLS
550
495
440
385
330
275
220
165
110
55
33
11
0
10
20
30
40
50
60
NUMBER OF STUDENTS

Figure 4.5

A.


STATE SCHOOLS
NUMBER OF STUDENTS IN THE LIBRARY BEFORE SCHOOL
Schools 644
No Response 40
Unspecified 9
Zero 174
Max. 246
Sum 11,763
Mean 18.3
S.D. 29.5
NUMBER OF SCHOOLS
450
405
360
315
270
225
180
135
90
45
27
9
0
30
60
90
120
150
180
NUMBER OF STUDENTS

B.

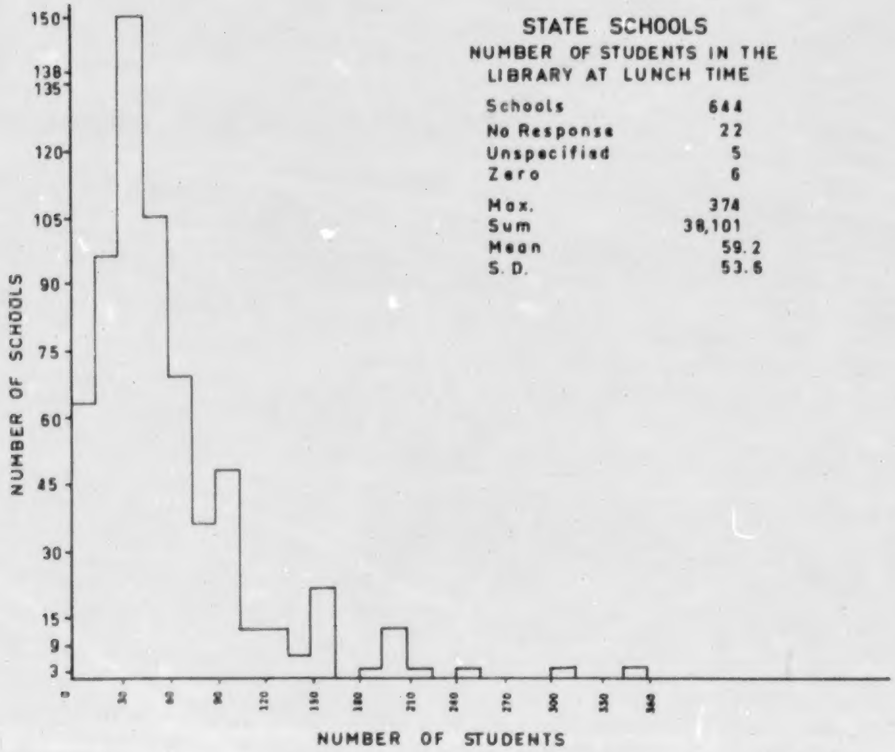

STATE SCHOOLS
NUMBER OF STUDENTS IN THE LIBRARY AT LUNCH TIME
Schools 644
No Response 22
Unspecified 5
Zero 6
Max. 374
Sum 38,101
Mean 59.2
S.D. 53.6
NUMBER OF SCHOOLS
150
138
135
120
105
90
75
60
45
30
15
9
3
0
30
60
90
120
150
180
210
240
270
300
330
360
NUMBER OF STUDENTS

Figure 4.6

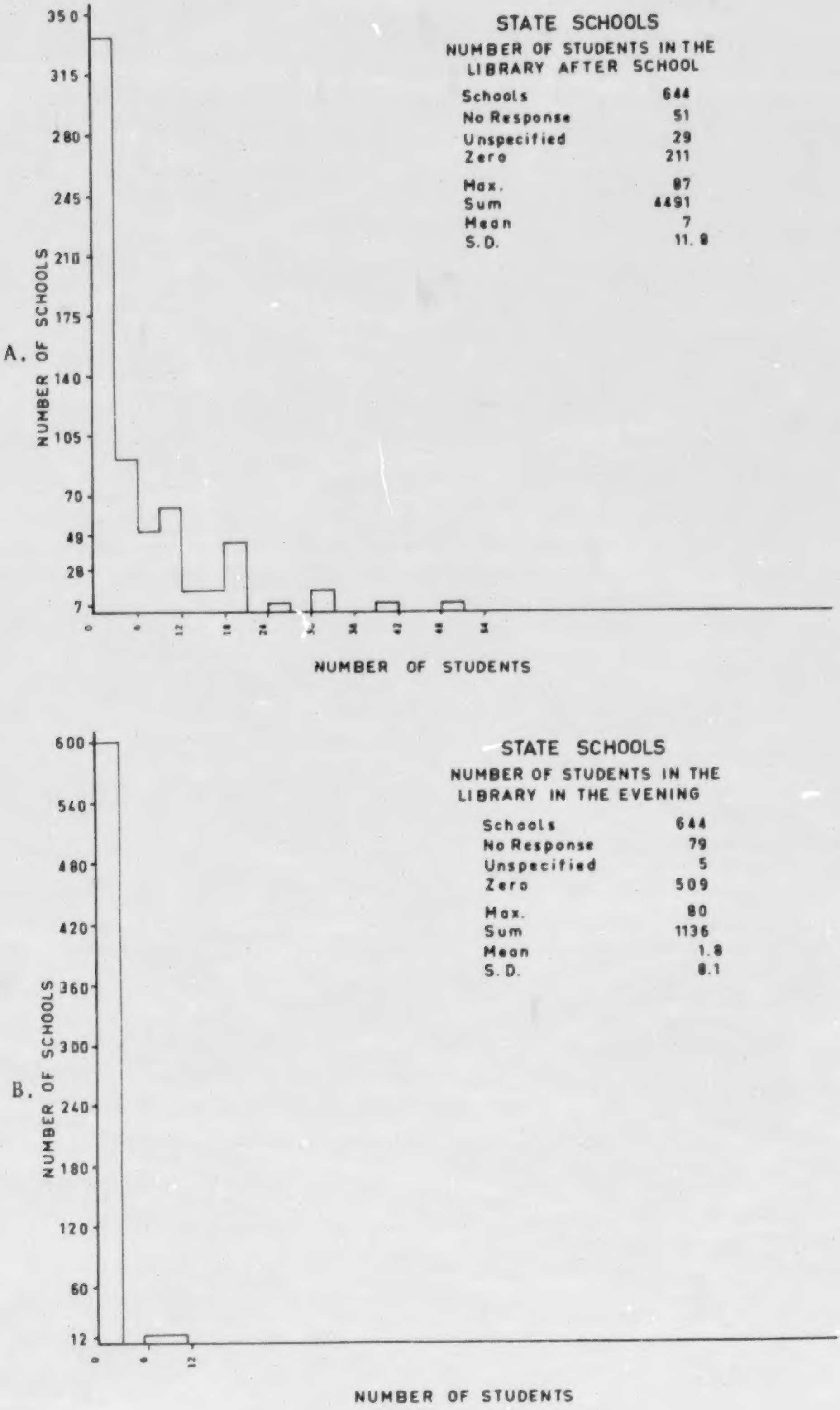

A.
STATE SCHOOLS
NUMBER OF STUDENTS IN THE LIBRARY AFTER SCHOOL
Schools 644
No Response 51
Unspecified 29
Zero 211
Max. 87
Sum 4491
Mean 7
S.D. 11.8
NUMBER OF SCHOOLS
350
315
280
245
210
175
140
105
70
49
28
7
0
6
12
18
24
30
36
42
48
54
NUMBER OF STUDENTS
B.
STATE SCHOOLS
NUMBER OF STUDENTS IN THE LIBRARY IN THE EVENING
Schools 644
No Response 79
Unspecified 5
Zero 509
Max. 80
Sum 1136
Mean 1.8
S.D. 8.1
NUMBER OF SCHOOLS
600
540
480
420
360
300
240
180
120
60
12
0
6
12
NUMBER OF STUDENTS

Figure 4.7

As can be seen in Table 33, the differences are all significant at the 0.05 level.

Table 33. Daily Average Number of Students Occupying the Library

TIME	STATE A		STATE B	
	Non-Commonwealth Libraries(30)	Commonwealth Libraries(4)	Non-Commonwealth Libraries(63)	Commonwealth Libraries(9)
Before School	24	210	18	76
Lunch Time	47	253	53	184
After School	5	43	5	26
Evenings	0.2	23	0.5	9

The voluntary appearance of students at these times is probably a good indication of the effect of the Commonwealth libraries.

As can be seen in Figures 4.5 and 4.7, the practice of evening opening of school libraries is not widespread, but increasing particularly among Commonwealth libraries (Table 32). Four of the six National Case Study schools, for example, opened their libraries at nights. At one of these schools there was an average of 35-40 4th and 6th Form students attending every night. They were asked to complete a questionnaire, and their responses seem to indicate a real need for this service:

- 90% of the students worked at the library from two to three hours;
- 71% used library materials; the remainder used their own materials only;
- 30% said they had no reference materials at home which they could use;
- 58% said they had no place at home where they could do their school work effectively.

They were also asked: "Why did you come to the library tonight? (List all the reasons you believe true.)"

4th Form Students (23)

(c)	Library is quiet, no distractions; Privacy	13
(a)	To study	12
(e)	To use the library materials and facilities	10
(f)	To get out of the house; for a change from home	4
(d)	It's too noisy at home	3
(g)	To compare my work with other people's	3
(h)	To take notes	2
(b)	To study for exams	1

6th Form Students (15)

(c)	To use library materials and facilities	13
(b)	Better atmosphere for study - no distractions	12
(a)	Too much noise at home	5
(d)	Usually someone there who can answer questions /about studies	2
(e)	Can do more work at library than at home	1
(f)	Gets boring studying in the one room every night	1
(g)	My room is badly heated	1

Granted that students are making extensive use of the new buildings, their use of materials is also greater in schools with Commonwealth libraries than in those without (Table 34). This point is also illustrated when Commonwealth libraries are compared to national norms (Table 32).

Table 34. Actual Student Borrowing During a Sample Week (Means)

	STATE A		STATE B	
	Non-Commonwealth Library (30)	Commonwealth Library (4)	Non-Commonwealth Library (63)	Commonwealth Library (9)
1. Number of students borrowing at least one item during week	220	860	(Difference not significant)	
2. Number of fiction borrowed in a week	221	536	142	321
3. Number of non-fiction borrowed in a week	201	801	122	349
4. Number of audio-visual materials borrowed in a week	(Difference not significant)		0.714	28
5. Total number of items borrowed by students in a week	341	1,337	232	678

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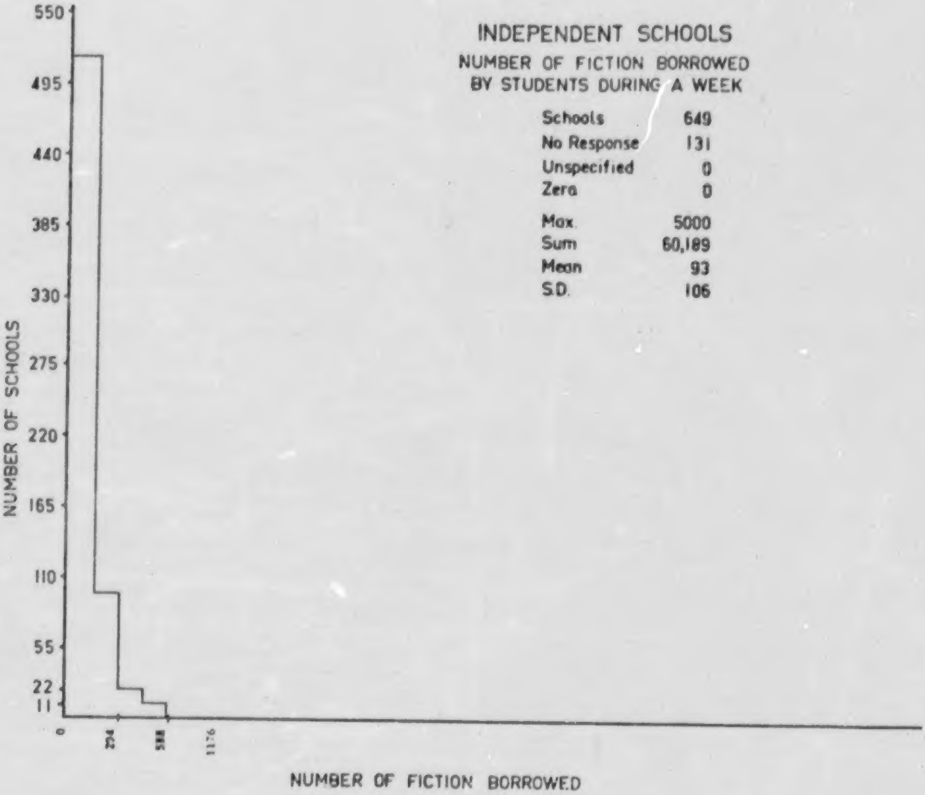
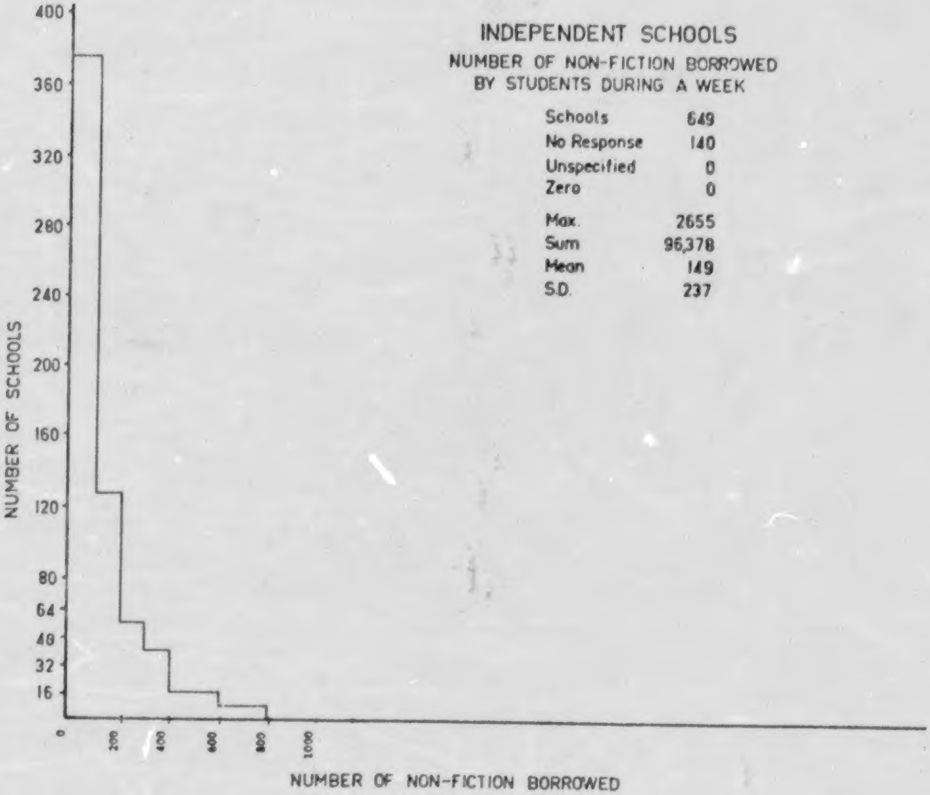
Crowded Senior Fiction Area

A.


INDEPENDENT SCHOOLS
NUMBER OF FICTION BORROWED
BY STUDENTS DURING A WEEK

B.


INDEPENDENT SCHOOLS
NUMBER OF NON-FICTION BORROWED
BY STUDENTS DURING A WEEK

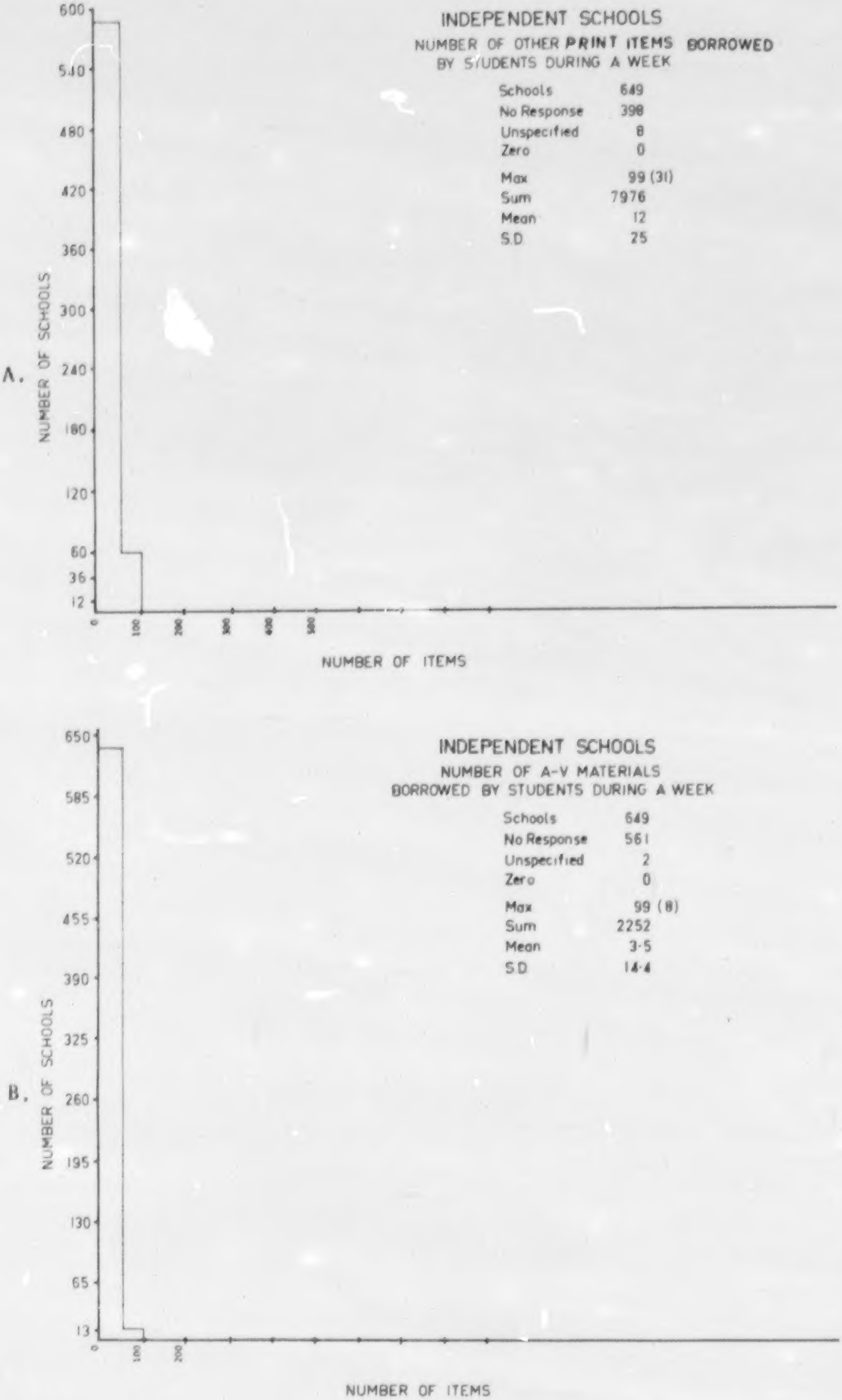
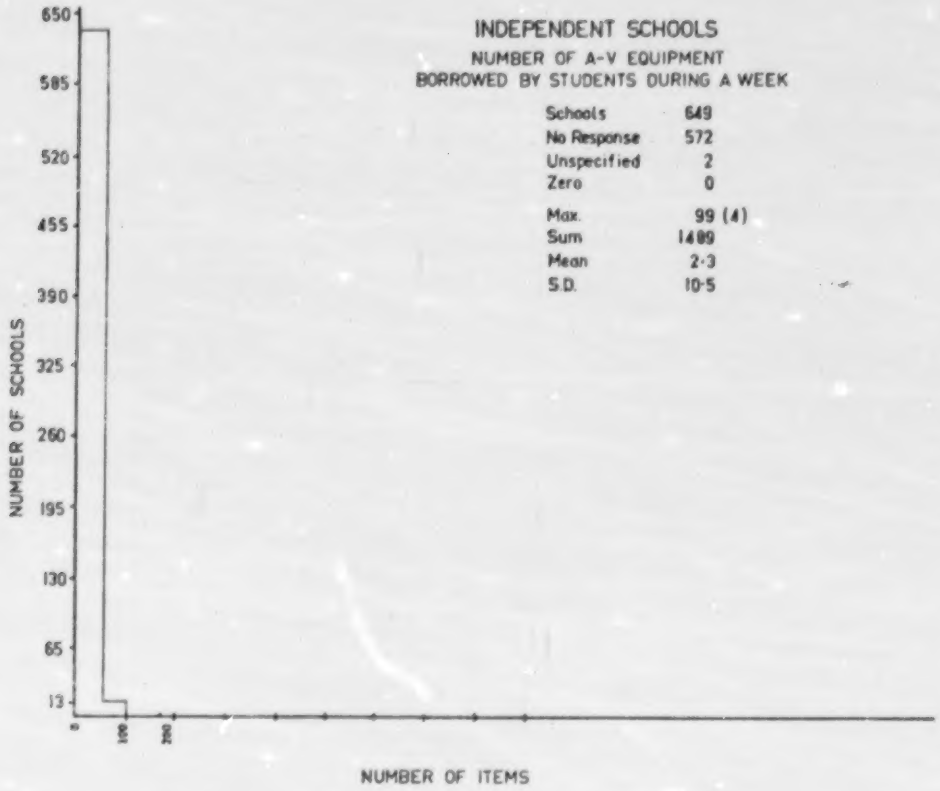

A.
INDEPENDENT SCHOOLS
NUMBER OF OTHER PRINT ITEMS BORROWED BY STUDENTS DURING A WEEK
Schools 649
No Response 398
Unspecified 8
Zero 0
Max 99 (31)
Sum 7976
Mean 12
S.D 25
NUMBER OF SCHOOLS
600
540
480
420
360
300
240
180
120
60
36
12
0
100
200
300
400
500
NUMBER OF ITEMS
B.
INDEPENDENT SCHOOLS
NUMBER OF A-V MATERIALS BORROWED BY STUDENTS DURING A WEEK
Schools 649
No Response 561
Unspecified 2
Zero 0
Max 99 (8)
Sum 2252
Mean 3·5
S.D 14·4
NUMBER OF SCHOOLS
650
585
520
455
390
325
260
195
130
65
13
0
100
200
NUMBER OF ITEMS

Figure 4.9

A.



B.

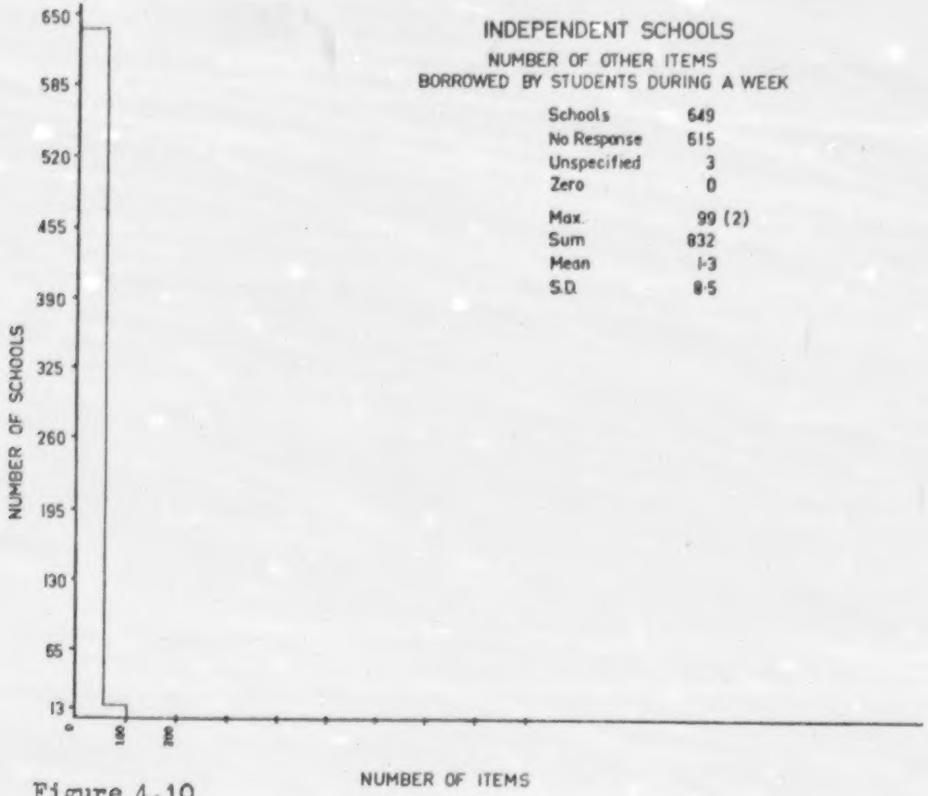
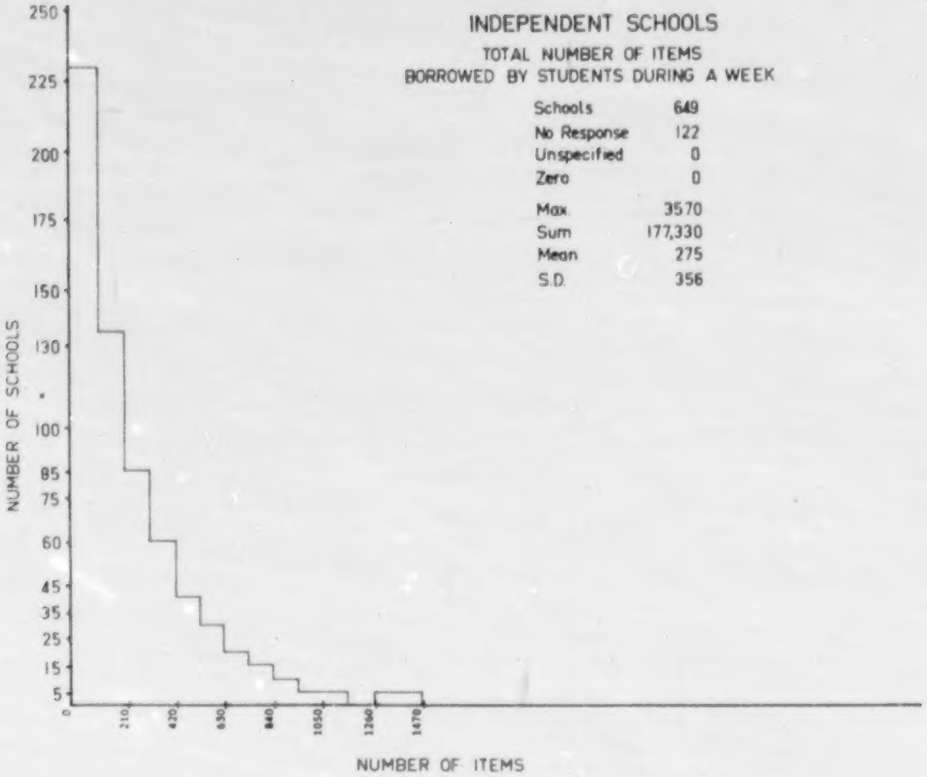


Figure 4.10

A.



B.

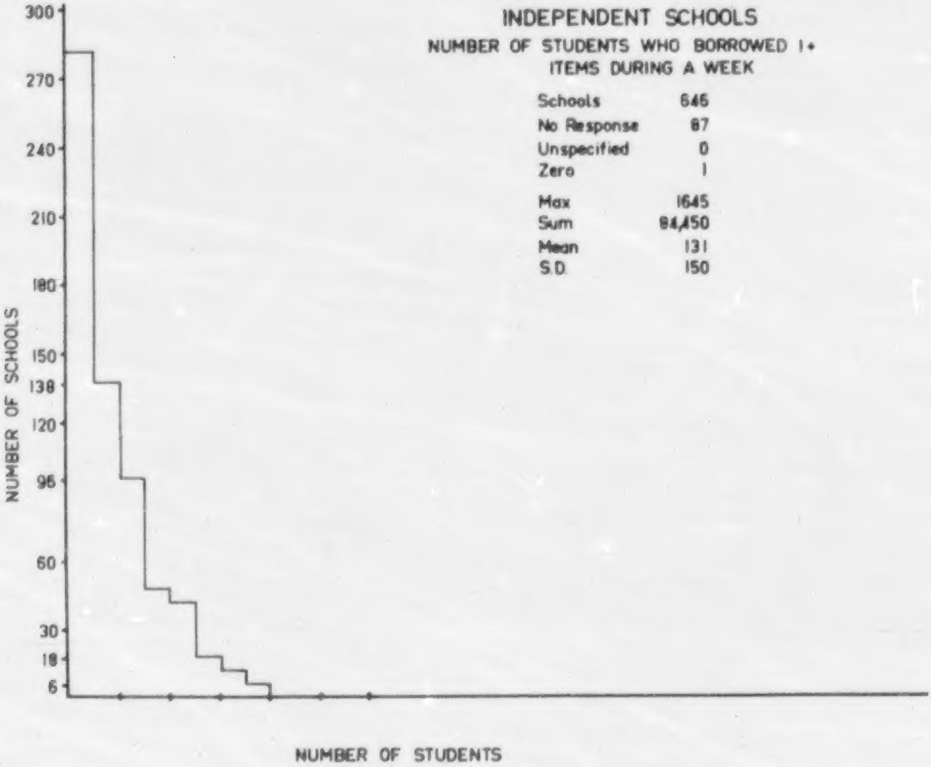
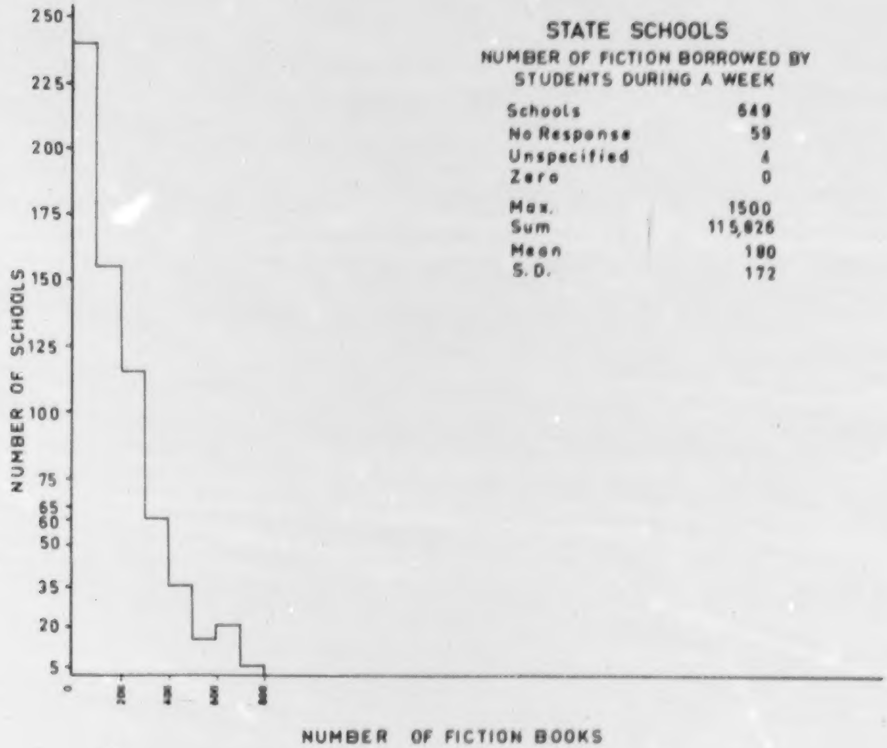


Figure 4.11

A.



B.

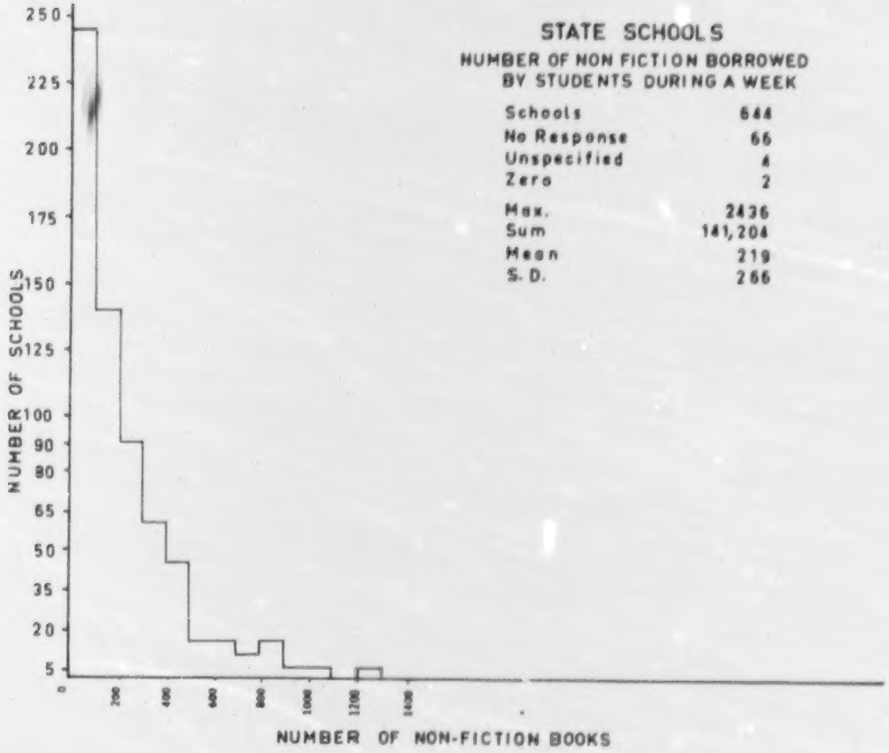


Figure 4.12

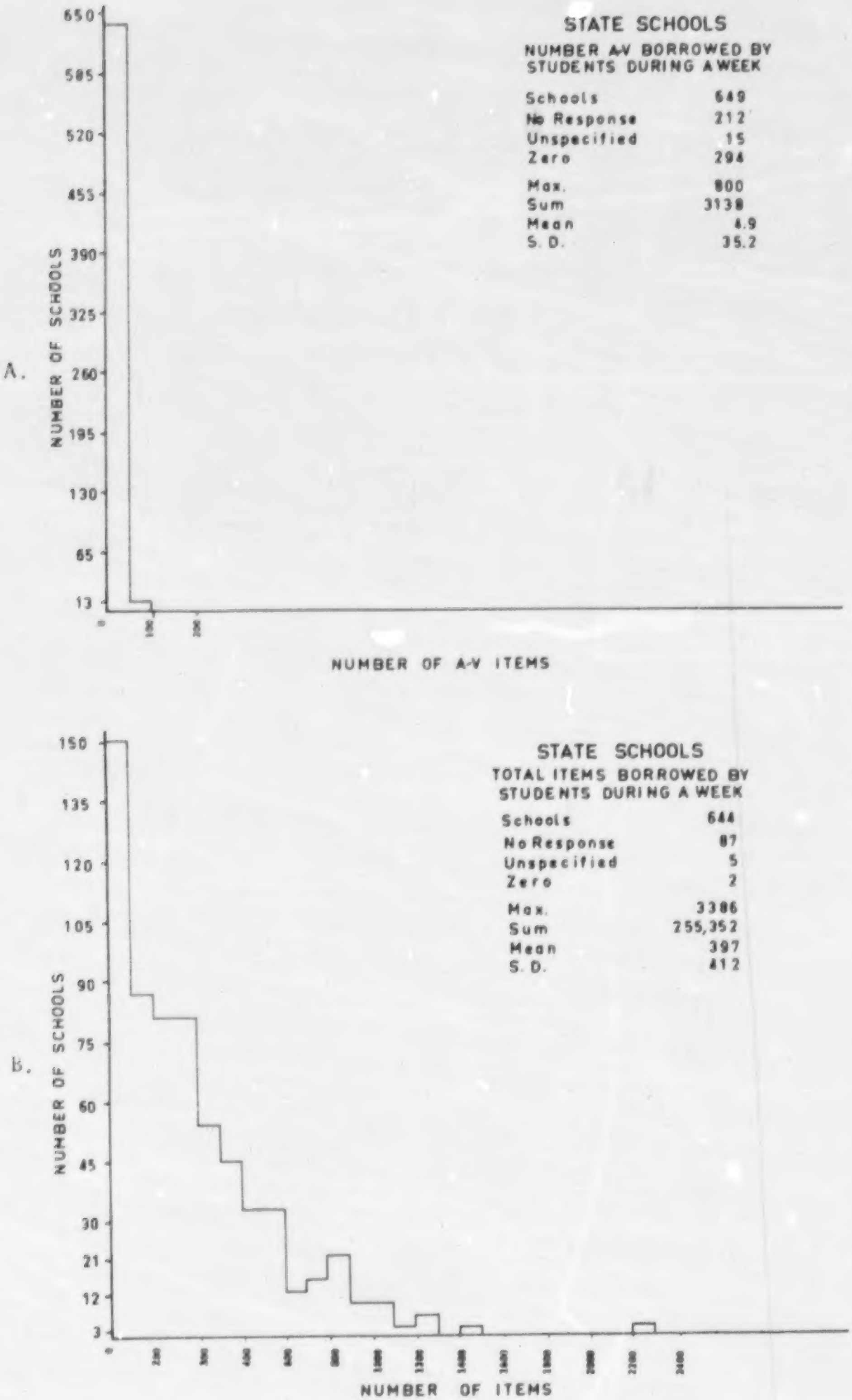
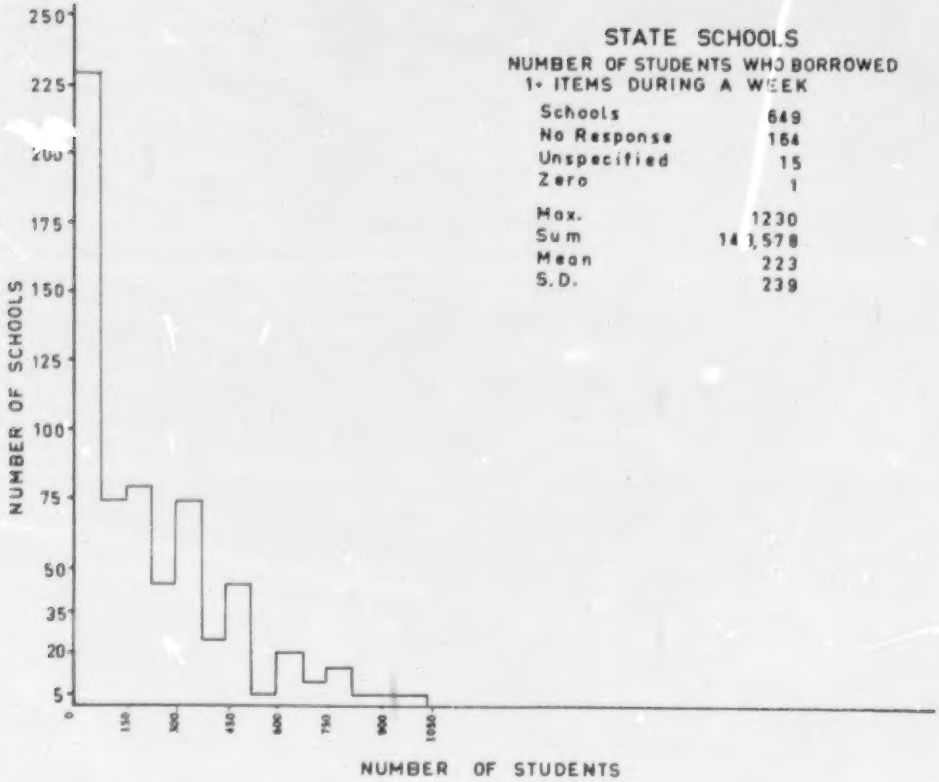

A.
STATE SCHOOLS
NUMBER A-V BORROWED BY STUDENTS DURING A WEEK
Schools 649
No Response 212
Unspecified 15
Zero 294
Max. 800
Sum 3138
Mean 4.9
S. D. 35.2
NUMBER OF SCHOOLS
650
585
520
455
390
325
260
195
130
65
13
NUMBER OF A-V ITEMS
B.
STATE SCHOOLS
TOTAL ITEMS BORROWED BY STUDENTS DURING A WEEK
Schools 644
No Response 87
Unspecified 5
Zero 2
Max. 3386
Sum 255,352
Mean 397
S. D. 412
NUMBER OF SCHOOLS
150
135
120
105
90
75
60
45
30
21
12
3
NUMBER OF ITEMS

Figure 4.13



STATE SCHOOLS
NUMBER OF STUDENTS WHO BORROWED
1+ ITEMS DURING A WEEK
Schools 649
No Response 164
Unspecified 15
Zero 1
Max. 1230
Sum 141,578
Mean 223
S.D. 239
NUMBER OF SCHOOLS
250
225
200
175
150
125
100
75
50
35
20
5
0
150
300
450
600
750
900
1050
NUMBER OF STUDENTS

Figure 4.14

Lunch-time Rush

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In addition to buildings, staff and materials, the other element in "facilities" that impinges closely upon student usage is the set of services to students that is offered by the library, and, therefore, it is necessary to see if there is a strong link between these two variables as well.

From the data supplied by the 644 government schools in the "national survey" (Questionnaire 1, Appendix C), it was possible to: (a) identify a list of 22 services to students; (b) identify 8 major uses that students made of the library; and (c) classify the schools into 4 groups with reference to libraries and services: (i) Schools with Commonwealth libraries and offering the service; (ii) Schools with Commonwealth libraries and not offering the service; (iii) Schools without Commonwealth libraries and offering the service; (iv) Schools without Commonwealth libraries and not offering the service. The criterion, "quantity of a particular usage" was measured in terms of the number of weekly student visits to the library made in relation to that usage.

Although there were some slight variations as one moved from service to service, several consistent findings emerged:

1. The three usages that were affected most by both the existence of a Commonwealth library and the offering of a service were:
   (a) library use requiring students to search individually for information in the preparation of research projects, the tackling of problems, debates, etc.
   (b) small group activities (up to 15 students), including discussions and production work requiring the use of library resources.
   (c) large group activities (over 50 students), including film presentations and lectures.

2. With respect to these three usages, there was a clear discrimination between schools with and without Commonwealth libraries. This may be illustrated with respect to the service "a library handbook is available for the students".

Table 35. Usage Means for the 4 Groups of Schools

	CL Service	CL No Service	No CL Service	No CL No Service
Independent Study	104.0	70.4	4.8	4.5
Small Group	568.0	582.1	176.3	215.2
Large Group	156.6	57.1	18.1	15.1

3. With respect to the three usages, there was usually a clear discrimination between schools with Commonwealth libraries which did or did not offer the service, but no such difference emerged in the case of schools without Commonwealth libraries

4. Schools with Commonwealth libraries which did not offer the service, nevertheless experienced more usage of the three types than did schools without Commonwealth libraries but which did offer the service.

Apparently what associates most strongly with independent study, small-group and large group activities is the coexistence of Commonwealth libraries and the offering of rich services, but the Commonwealth library even without the services has some effect. On the other hand, the offering of a service in the absence of a Commonwealth library is relatively ineffective with respect to encouraging these particular usages.

The responses of 128 teachers from the six National Case Studies to a questionnaire seem to confirm all this evidence of significant changes in students as a result of the establishment of new libraries (Table 36).

Table 36. Changes in Student Library Usage: Perception of 128 Teachers

(Responses in Percentages)

ITEM	TO A GREAT EXTENT		TO A LIMITED EXTENT		NOT AT ALL	DON'T KNOW	NO RESPONSE
	1	2	3	4	5	6	
1. The new library building has contributed to student learning and achievement.	36 28.1%	25 19.5%	35 27.3%	3 2.3%	2 1.5%	8 6.2%	19 14.8%
2. The increase in materials has contributed to student learning and achievement.	36 28.1%	28 21.8%	33 25.7%	2 1.5%	1 0.7%	8 6.2%	20 15.6%
3. Students have been motivated to use printed materials from the library to complete class assignments.	45 35.1%	24 18.7%	32 25.0%	3 2.3%	- -	3 2.3%	21 16.4%
4. Students have been motivated to use audio-visual materials from the library to complete class assignments.	24 18.7%	19 14.8%	30 23.4%	10 7.8%	12 9.3%	14 10.9%	19 14.8%
5. The availability of audio-visual materials for independent use in the library has increased student interest in reading and study.	16 12.5%	18 14.0%	32 25.0%	6 4.6%	4 3.1%	30 23.4%	22 17.1%
6. Students have become more creative in their assignment productions since increased library resources have become available.	29 22.6%	29 22.6%	28 21.8%	8 6.2%	5 3.9%	11 8.5%	18 14.0%
7. Student use of library materials for extra-curricular purposes has increased.	26 20.3%	21 16.4%	24 18.7%	8 6.2%	4 3.1%	27 21.0%	18 14.0%
8. Students who seldom used the library before have been attracted by the new materials.	28 21.8%	23 17.9%	34 26.5%	3 2.3%	- -	22 17.1%	18 14.0%
9. Students have been motivated to improve their skill in how to use materials in the library.	32 25.0%	24 18.7%	35 27.3%	4 3.1%	- -	13 10.1%	20 15.6%
10. The changes in pupil behaviour can be attributed to the Commonwealth Library Grant.	19 14.8%	12 9.3%	30 23.4%	8 6.2%	13 10.1%	26 20.3%	20 15.6%

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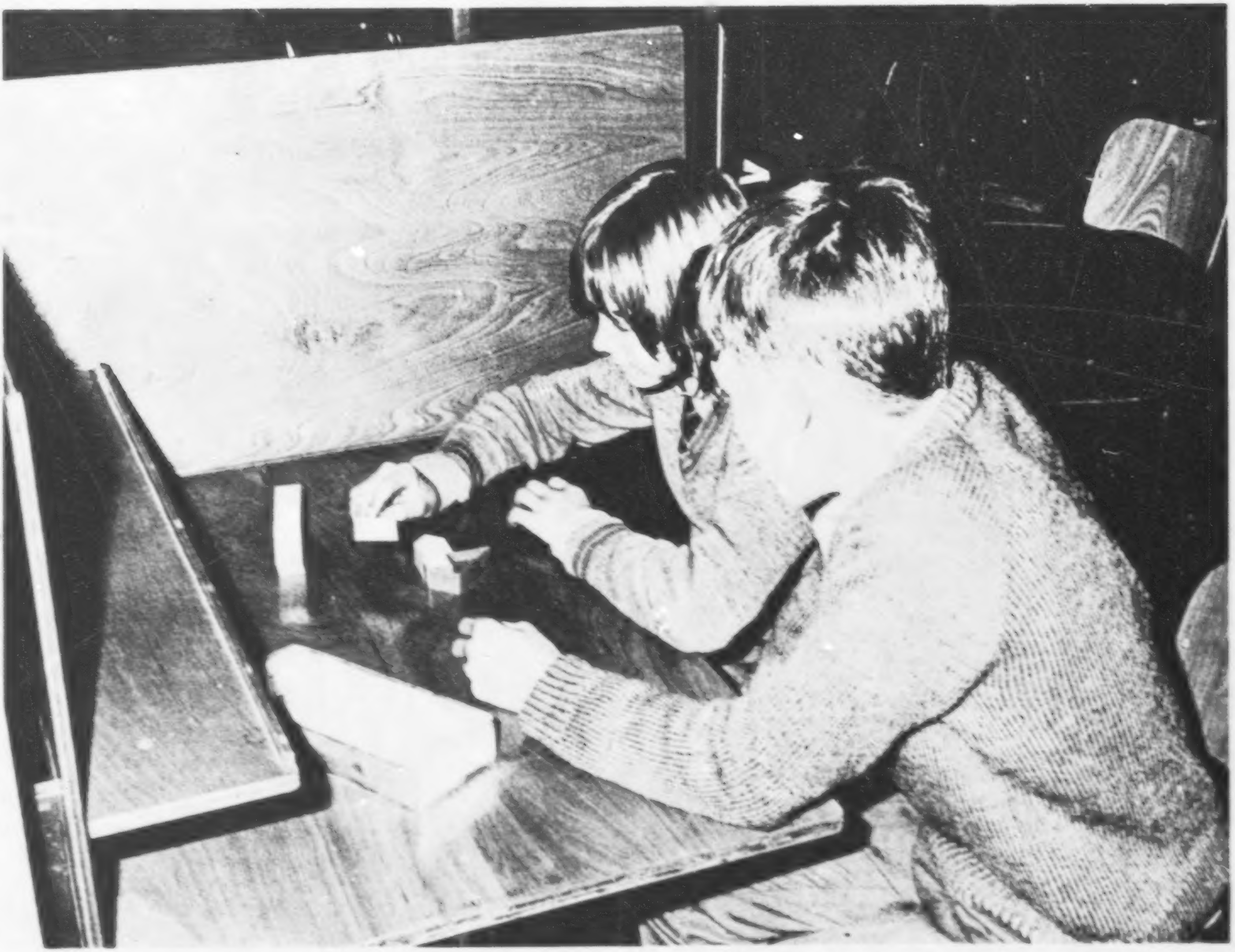

A Puzzle

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Vertical File and Floor

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Overhead Projector

It is not good enough to evaluate usage in terms of overt behaviour alone. It is not good enough to look at quantity, we must also look at quality. An attempt will be made to define quality through actual examples of usage observed in Commonwealth libraries and to give, finally, a list of criteria for determining the quality of individual library usage.

Example 1:

A boys' Science class entered a new library and two or three boys were asked what they had come for. They said they were being brought by the teacher who had told them to get a book on biology --- any book on biology --- and to sit down and read it.

Contrast:

Same period, same library. Another boys' Science class was discovered all over the library in groups of two or three. Each group had an insect in a bottle and was trying to identify it in detail and to find something out about its habits.

There is, it seems, a difference in the quality of usage between these two cases, and it seems to be the responsibility of the teacher. In the second case the students have a specific purpose for being in the library. And, as Suchman (1967) has explained, for inquiry training to occur one of the conditions necessary is that students have "some kind of focus for their attention." (The other two conditions are freedom and a responsive environment.)

Example 2:

In one Commonwealth library there was apparently extensive use being made of audio-visual material along with print materials in individual carrels. In this case it was lunch-time, the boys were listening to pop music as they perused motor magazines.

In another new library there existed what looked like the same situation. In this case, however, although the students were listening to pop music pieces, it was part of their English lesson. The teacher had supplied each student with a copy of the words and guide questions for their analysis of the song contents.

Apart from the obvious recreational value in the first case (which is another issue), the second case seems to present a situation of more educational value.

Example 3:

In one new library full to capacity, there appeared from the silent application of all students present that there was a great deal of sophisticated individual research underway. A teacher rostered for library supervision kept constant vigilance over the activities. On closer scrutiny, however, the quality of usage turned out to be something less than expected. Many students were using their own texts; many were copying directly from encyclopaedias. One fourth year boy, for example, was copying the chronological list of World War II events listed in World Book.

In contrast, in another Commonwealth library with a seating capacity of about 160 there were only a handful of sub-senior students working quietly together without a teacher present. In their discussion of a poet and his poetry, the students would often pursue specific topics in depth, often depart from the main issues, but always move to and from the book stacks to bring material which supported the various points of view.

Example 4:

A first year class of students in one Commonwealth library a whole period deadly silent, never leaving their seats, each with one library book in front of her. The teacher stood quietly on one side also reading silently. These students were having "novel reading".

In contrast, in another Commonwealth library a first year class was by no means silent nor still. They were, with the help of teacher and teacher-librarian, actively engaged in locating, reading and making notes from a variety of materials on their local community in preparation for an excursion.

Several criticisms could be made of the first case, but these stand out in particular. First, novel reading of this kind can be done anywhere and does not necessarily need to take up library seating when other students could be there undertaking more active use of materials. Second, novel reading is probably not best done in a silent, class group situation. Third, there was little or no teacher-pupil interaction other than the occasional "Shh". Finally, this situation represents the old-fashioned idea that there must be dead silence in the library. It is becoming increasingly acceptable, however, in the new libraries for a certain level of "busy noise" to exist. In one Commonwealth library, in fact, the teacher-librarian provided background music occasionally when the situation seemed appropriate. This appeared to have a pacifying effect on the students.

Example 5:

Although this example has no contrast, it does give some insight into how students cope with some project assignments. One would hope that as understanding of library usage grows, the role of the library will become greater in student assignments.

Two girls were working in a Commonwealth library on a project for English. Because the girls were reading the Tale of Two Cities in class, the teacher asked them to "do a project" on some aspects of the French Revolution. Several topics were listed and each student had to choose at least 3 or 4 topics for the project. They were quizzed on where they had obtained their materials. One girl had traced costume illustrations of the period and transferred these, using her home-made, pencil-carbon method, into her project book. The originals were taken from a 1946 edition of an encyclopaedia which she had at home, as was much of the text which she had copied directly. (To her credit, she was somewhat embarrassed about the age of the encyclopaedia.) She had traced a profile of Napoleon from her sister's French culture book from the year before. She had found "some" information from an encyclopaedia in the school library. She was going to get a copy of the latest Women's Weekly as soon as she could get some money because it had some beaut pictures of Marie Antoinette. The second girl did not have an encyclopaedia at home, and she claimed to be completely dependent on the school library's collection. However, she was not able to produce any evidence that she was getting on with her project at all.

Example 6:

One second year boy came to a Commonwealth library's audio-visual borrowing window. He requested the use of a set of headphones and that a specific cassette be piped to his carrel from the central console. This appeared to be individually initiated use of audio-visual, co-ordinated with print materials. However, the part of the cassette which was monitored was a recording of a T.V. broadcast concerning the functions of certain muscles in the body. At the carrel the student was listening to the cassette and it was discovered that he was at the same time copying, word for word, a section on the respiratory system from his textbook. The point is, that from a first, cursory glance the usage may appear resource-based research-oriented and impressive, but upon deeper probing it can be discovered that the activity may be educationally useless.

In another new library two boys were on their knees in one of the audio/discussion rooms. They had, between them, a cassette recorder onto which they were spontaneously producing their own play. They had been given permission to leave their open-space class area to work in the library on what they called "Further Activities". Although they did not have a script ("A script ties you down too much. It's better if you make it up as you go along."), their production grew out of a play about football which they had read in class the week previously. These boys were so keen on what they were doing that they were willing (and got permission) to skip sport and to work through lunch time.

This increased use of audio-visual materials --- particularly, audio cassettes --- by students and teachers is one of the most noticeable changes in relation to the school library. It is the area in which there is considerable experimentation but very few guidelines and, as a result, a wide variety of use and misuse ranging from the sublime to the ridiculous. But it does appear that audio-visual materials have become an important feature of teaching and learning, and that the worst pedagogical mistake a teacher can make these days seems to be to spare the switch and spoil the lesson.

It should be obvious from the foregoing examples that not only is there a great quantity of usage of the new Commonwealth libraries, but also a great variety of usage being experimented with, in some cases quite successfully. The quality of library usage in terms of educational relevance and impact is a much more difficult, yet most crucial, dimension to attempt to assess.

From extensive observation which produced the above and many other examples of secondary school library usage, it seems that the quality of student library usage may be determined, to some extent at least, by the following criteria:

1. The student's attitude, commitment and personal involvement in the task.
2. The degree of voluntary effort and the amount of time the student spends on the assignment.
3. The degree of dependence he shows on the library and its materials.
4. The student's use of the library facilities and a variety of materials match the type of task.

5. The student's knowledge and competence in applying location skills and reference tools when appropriate.
6. The student's methods of study and note-taking.
7. The student goes beyond the school library.
8. The degree or amount of self-initiated activity.
9. The quality of his final production.

Although some usage of the Commonwealth libraries is not what one could call "good" quality according to these criteria, it is certain that the new libraries are playing a greater and greater role in the education of secondary students.

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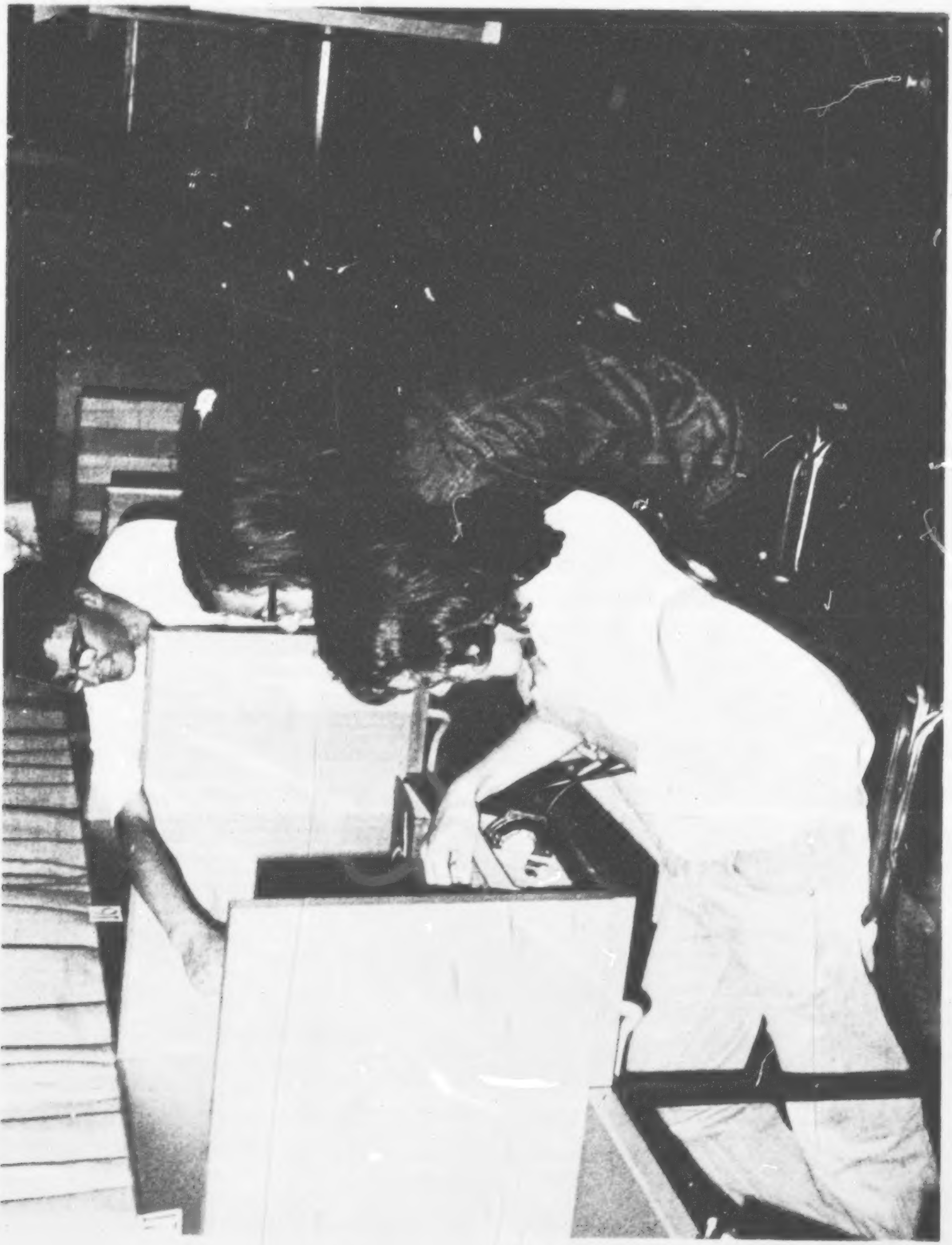

Crowded Carrel

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Working With Friends

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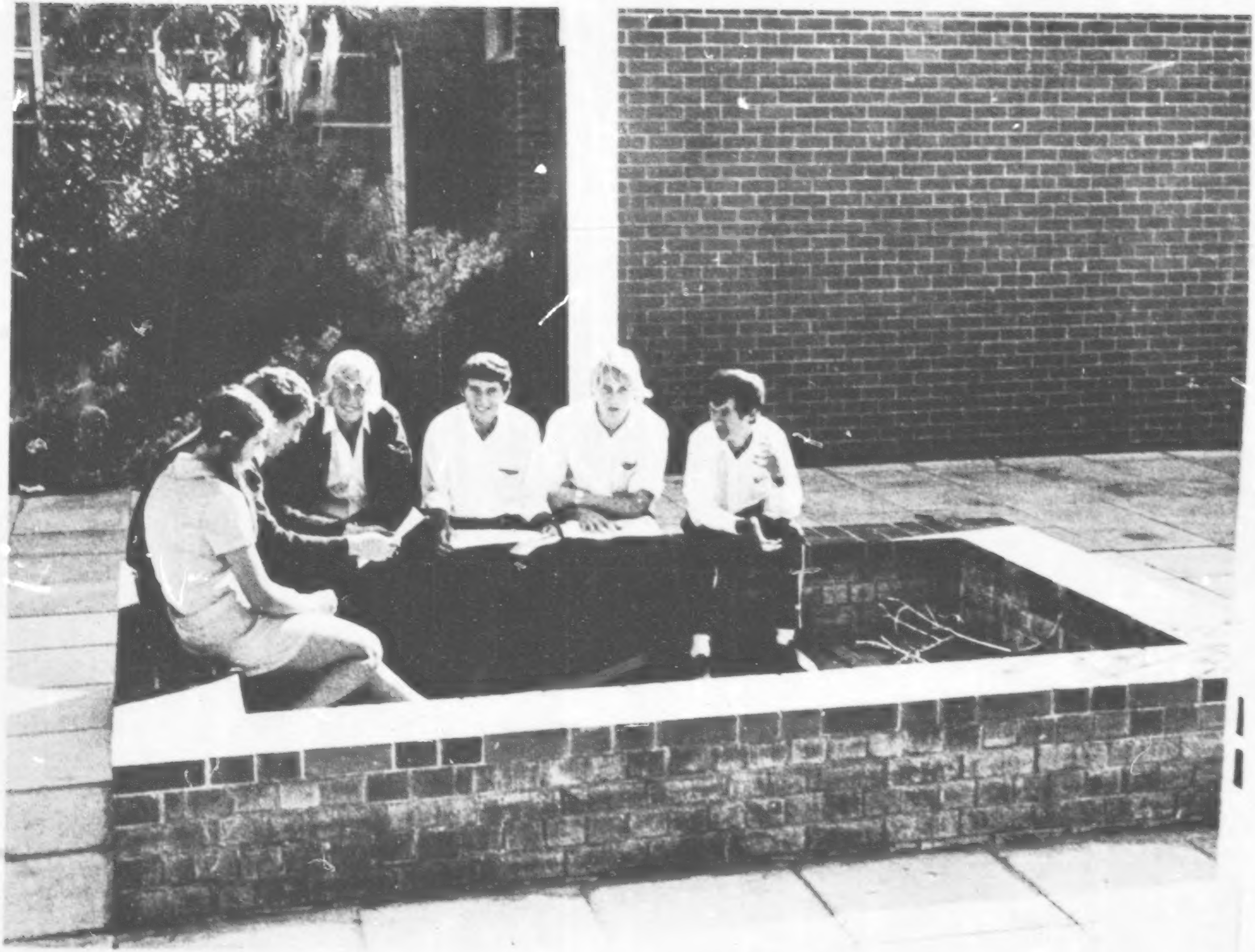

External Discussion Pit

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Music Club at Lunch-time

B. Teacher Use

Teachers saw changes, not only in student library usage but also in the role of the library in the school, and in school and community attitudes (Table 37). According to them, Education Department officials, principals, teachers, students and even the wider community are all showing a renewed interest in the school library as an instrument of education.

These findings suggest that the establishment of Commonwealth libraries has a pervasive effect upon the educational program of schools, and this suggestion receives support from other responses of the 128 teachers from all States who were asked to report on changes in curricula and teaching strategies that had developed after the library had been built (Table 38).

In these data one can see some hint of the ripple and repercussional effects that were alluded to earlier; while the services of the library have some direct stimulating value, the impetus to undertake independent study, research and creative activities seems to be coming partly from a changed conception of teaching and learning which the availability of better library facilities has, in the opinion of teachers, encouraged.

Strong endorsement of the judgment of these 128 teachers came from a detailed study of teaching practices in two schools, which were comparable in all obvious respects except that one possessed a Commonwealth library and the other did not. In this study, the English "library" assignments set by the teachers in the two schools were placed on a five-point scale for each of ten dimensions: 1. educationally significant and worthy of students' attention; 2. an outgrowth of goals and objectives; 3. likely to create and sustain interest in learning; 4. essential and timely to the task at hand; 5. suitable to the maturity level of the students; 6. justifiable in terms of time and effort; 7. catering for individual differences; 8. defensible in light of resources; 9. stated clearly in terms of learning strategies; 10. likely to promote new learning skills. The maximum score that a teacher could gain was 50 and

/

Table 37. Changes in the Role of the School Library and Changes in School and Community Attitudes as Perceived by 128 Teachers

(Percentages)

	To a great extent		To a limited extent		Not at all	Don't Know	No Response
	1	2	3	4	5	6	
The Role of the Library							
1. The library has become more integrated into the educational program in the school since the new library was built.	53	19	9	2	2	2	13
2. The library has become a multimedia resource centre.	41	18	17	2	2	2	13
3. The quality of library usage has improved.	45	23	11	-	2	6	15
4. The changes in the role of the library in the school can be attributed to the Commonwealth Libraries Grant.	34	18	17	2	2	15	13
School and Community Attitudes							
1. The new library and the acquisition of more materials has stimulated school and community interest in the school library.	24	16	25	5	4	5	14
2. Parents have become more aware of the school library program.	15	11	19	4	6	29	16
3. Department of Education officials have become more aware of the school library program.	32	11	13	3	2	23	16
4. Teacher interest in selecting new materials for library has increased.	27	20	30	-	1	8	14
5. There is more co-operation between library staff and most classroom teachers.	35	23	16	4	3	5	14
6. School principals have become more aware of the school library program.	42	19	7	-	2	13	16
7. The changes in school and community attitudes can be attributed to the Commonwealth Libraries Grant.	16	7	25	4	9	24	15

Table 38. Changes in Curricula and Strategies of Teaching: Perception of Teachers. (Responses in Percentages)

	To a Great Extent		To a Limited Extent		Not at all	Don't Know	No Response
	1	2	3	4	5	6	
1. The library has become more integrated into the educational program in the school since the new library was built.	53	19	9	2	2	2	13
2. Classroom units of work are being planned to use the new materials.	26	23	27	4	3	5	13
3. The new library building has contributed to the individualization of instruction.	23	21	34	2	2	4	14
4. Increased materials have contributed to the individualization of instruction.	23	23	29	3	2	5	13
5. The acquisition of increased instructional materials has contributed to a move away from the concept of a basic textbook as constituting a unit of study.	35	20	21	5	3	2	13
6. The acquisition of more materials has contributed to the increased use of research tools and techniques of instruction.	29	27	21	5	2	4	13
7. Increased materials made possible more class assignments that provide for the needs and abilities of individual students.	33	23	24	2	2	3	13
8. The new materials have contributed to changes in curriculum content.	16	10	28	9	15	9	16
9. The school librarian has become more involved in the instructional program.	22	15	21	9	13	7	14

Table 38 (Cont'd.)

	To a Great Extent		To a Limited Extent		Not at all	Don't Know	No Response
	1	2	3	4	5	6	
10. The new school library has enabled more students to work more independently.	40	20	23	-	2	2	13
11. The new library and increased materials have stimulated innovation in instruction.	26	18	36	2	2	4	12
12. The changes in curriculum and instruction can be attributed to the Commonwealth Libraries Grant.	10	13	27	9	9	20	13
(Utilization of Materials by Teachers) 13. Teacher interest in using materials in classroom instruction has increased.	23	21	34	2	2	5	13
14. The use of audio-visual materials in classroom instruction has increased.	25	16	27	9	6	4	13
15. The number of teachers making class assignments that require the use of materials from the library has increased.	34	22	15	4	-	12	13
16. The lending of special (bulk or block) collections of materials from the library to the classrooms has increased.	8	5	25	6	13	24	18
17. The changes in utilization of materials (by teachers) can be attributed to the Commonwealth Libraries Grant.	14	7	27	9	5	22	16

the minimum was 10. When judges, who were unfamiliar with the study and the schools, rated the assignments, a striking difference emerged in the mean scores of teachers from the two schools. The difference is shown in Table 39.

Table 39. Ratings Given to Assignments Set by Teachers

School	Teacher	Mean Score
A (With a Commonwealth Library)	1	45
	2	47
	3	50
	4	39
B (Without a Commonwealth Library)	5	24
	6	12
	7	12

Assignments at high school A were overwhelmingly "superior" to those at high school B. While three of the four English teachers at A prepared detailed, carefully organized assignment sheets with varying provision for student initiation, only one teacher at B made even a token gesture in these directions.

The same picture emerges when one examines the activities of the students during set library periods. Teachers at A encouraged their pupils to study independently, to gather information, and to engage in small group activities; teachers at B tended either to promote background reading of general interest, or to permit non-library activities during scheduled library periods.

Thus, with respect to usage, it appears that teachers perceive a significant potential in the contribution that Commonwealth libraries can make to their programs. and, as a result, they set tasks that will tap this potential. On the other hand, teachers in schools without a Commonwealth library appear to pitch their student tasks at the level of the resources available. In this way, a chain of events, not unlike that sparked off by

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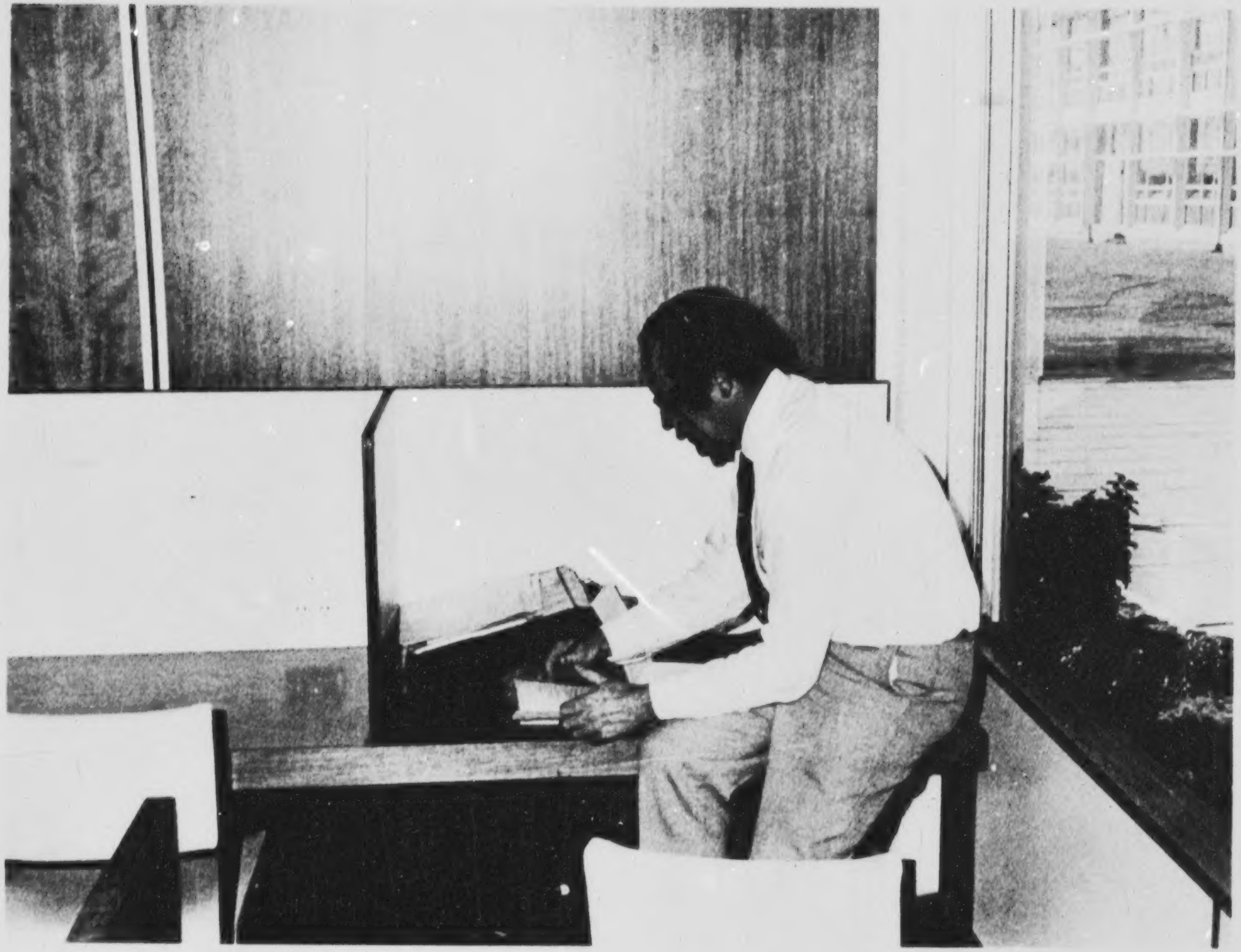

Teacher Preparation

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Teacher as Consultant

teacher expectations, is initiated, and one would predict that students in the two types of school would move further and further apart in educationally significant outcomes as a result of this difference in *quality* of instruction.

A greater amount of teacher usage in government Commonwealth library schools also seems apparent when the teacher usage patterns are compared with the government school national norms (Table 40). However, considering that the Commonwealth library schools are larger and, therefore, have more teachers than the national average (National $\bar{X}$ 38.5 v CL $\bar{X}$ 50.5, Table 11), the differences are not greatly significant. Indeed, as the national borrowing patterns reveal (Figures 4.15 to 4.29), the average is very low for the teacher borrowing of all types of material and, therefore, not hard to beat.

The increase in teacher library usage as a result of new libraries, then, is not as marked or spectacular as the increase in student usage. The reason for this is probably that whereas new library buildings encourage student use, several aspects of teacher library use are more a function of library staff and services than of buildings. The case studies of nine Brisbane State High Schools seem to support this. From the 258 teachers responding to the *Teachers' Questionnaire* (Appendix E), it was discovered that with respect to teacher use of and involvement in the library program, better physical facilities had little or no effect, whereas increased qualified library staff did have an impact. The teacher-librarians tend to centralize the collections and thereby draw more teacher usage. Where inadequate staff exists, the location, borrowing and use of materials are more diversified.

Table 40. Teachers Borrowing Patterns in Government Commonwealth Library Schools as Compared to Government School National Norms

ITEM	NATIONAL NORMS			COMMONWEALTH LIBRARIES		
	Mean	S.D.	Total	Mean	S.D.	Total
Number of teachers borrowing per week	12.443	11.038	8001	16.209	14.343	1086
Number items borrowed for classroom use	38.877	71.138	24998	52.358	99.978	3508
Number items borrowed for other use	10.729	21.940	6899	17.254	29.405	1156
Number fiction borrowed by teacher	7.886	19.011	5071	11.493	27.601	770
Number non-fiction borrowed by teacher	31.493	60.472	20250	39.179	63.069	2625
Number audio-visual materials borrowed	4.165	14.056	2678	12.776	28.848	856
Number audio-visual equipment borrowed	3.272	10.874	2104	10.657	20.979	714
Number other materials borrowed	2.020	8.234	1299	2.000	6.050	134
Total items borrowed by teacher	49.916	88.844	32096	80.045	138.162	5363
Number of teachers making 1+ appearance in week	12.115	11.178	7790	18.836	16.283	1262
Number of teachers carrying out lesson preparation /in library in a week	7.725	9.262	4967	12.701	15.891	851
Number of teachers discussing with librarian /in a week	6.736	8.342	4331	13.388	16.857	897
Number of bulk loans per week	6.652	16.696	4277	7.090	19.203	475

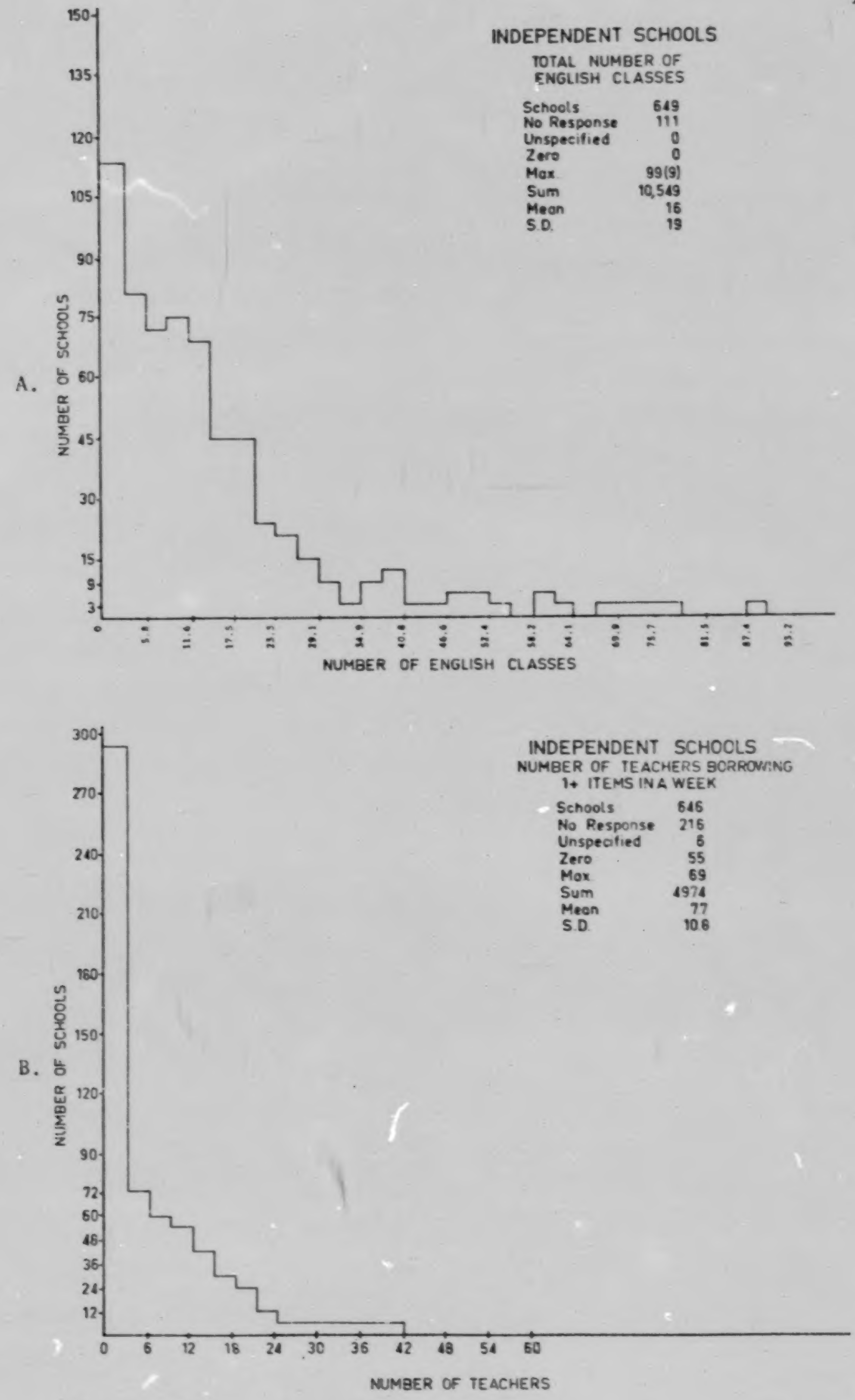

A.
INDEPENDENT SCHOOLS
TOTAL NUMBER OF ENGLISH CLASSES
Schools 649
No Response 111
Unspecified 0
Zero 0
Max 99(9)
Sum 10,549
Mean 16
S.D. 19
NUMBER OF SCHOOLS
150
135
120
105
90
75
60
45
30
15
9
3
0
5.8
11.6
17.5
23.3
29.1
34.9
40.8
46.6
52.4
58.2
64.1
69.9
75.7
81.5
87.4
93.2
NUMBER OF ENGLISH CLASSES
B.
INDEPENDENT SCHOOLS
NUMBER OF TEACHERS BORROWING 1+ ITEMS IN A WEEK
Schools 646
No Response 216
Unspecified 6
Zero 55
Max 69
Sum 4974
Mean 77
S.D. 10.6
NUMBER OF SCHOOLS
300
270
240
210
160
150
120
90
72
60
48
36
24
12
0
6
12
18
24
30
36
42
48
54
60
NUMBER OF TEACHERS

Figure 4.15

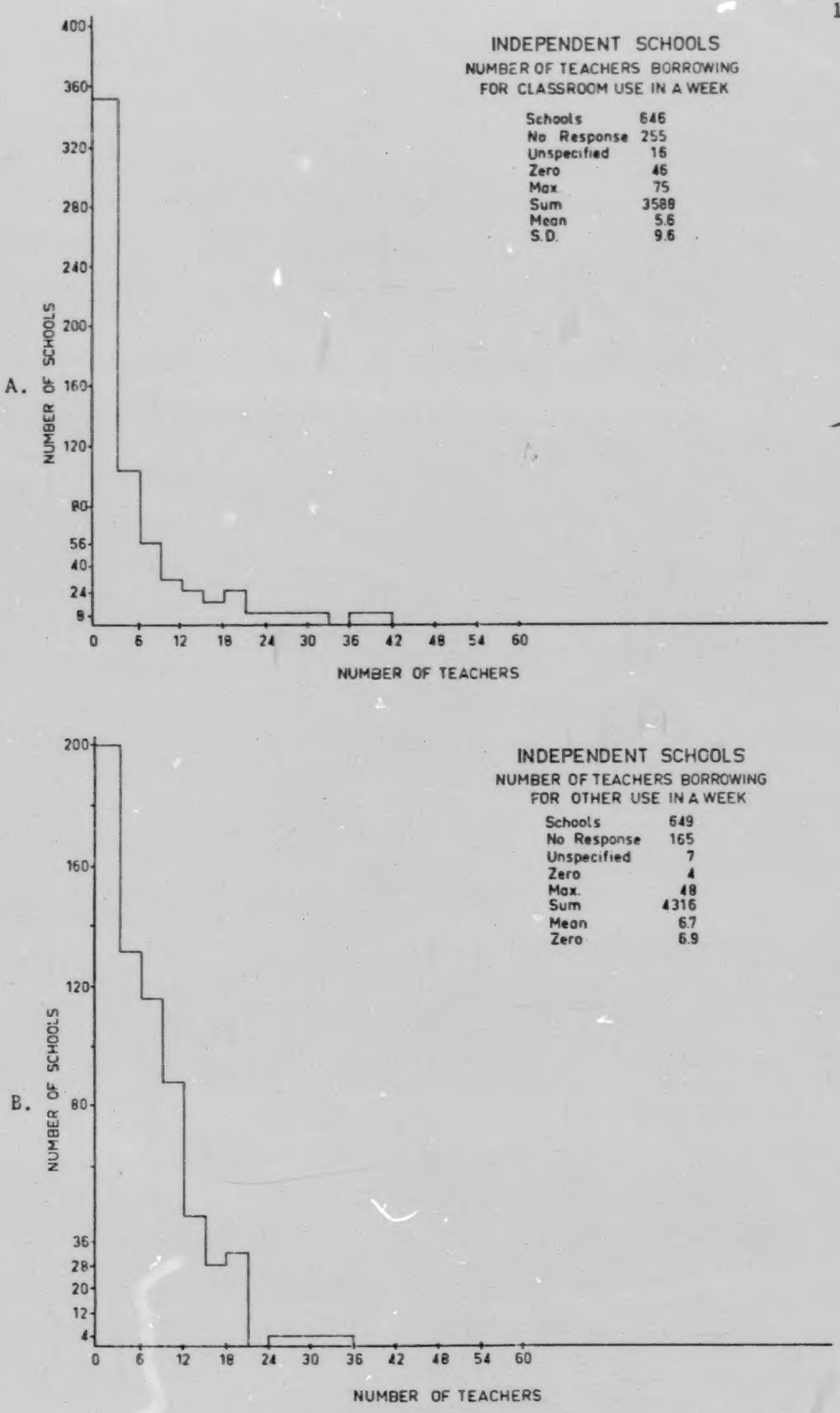

A.
INDEPENDENT SCHOOLS
NUMBER OF TEACHERS BORROWING FOR CLASSROOM USE IN A WEEK
Schools 646
No Response 255
Unspecified 16
Zero 46
Max 75
Sum 3588
Mean 5.6
S.D. 9.6
NUMBER OF SCHOOLS
400
360
320
280
240
200
160
120
80
56
40
24
8
0
6
12
18
24
30
36
42
48
54
60
NUMBER OF TEACHERS
B.
INDEPENDENT SCHOOLS
NUMBER OF TEACHERS BORROWING FOR OTHER USE IN A WEEK
Schools 649
No Response 165
Unspecified 7
Zero 4
Max. 48
Sum 4316
Mean 6.7
Zero 6.9
NUMBER OF SCHOOLS
200
160
120
80
36
28
20
12
4
0
6
12
18
24
30
36
42
48
54
60
NUMBER OF TEACHERS

Figure 4.16

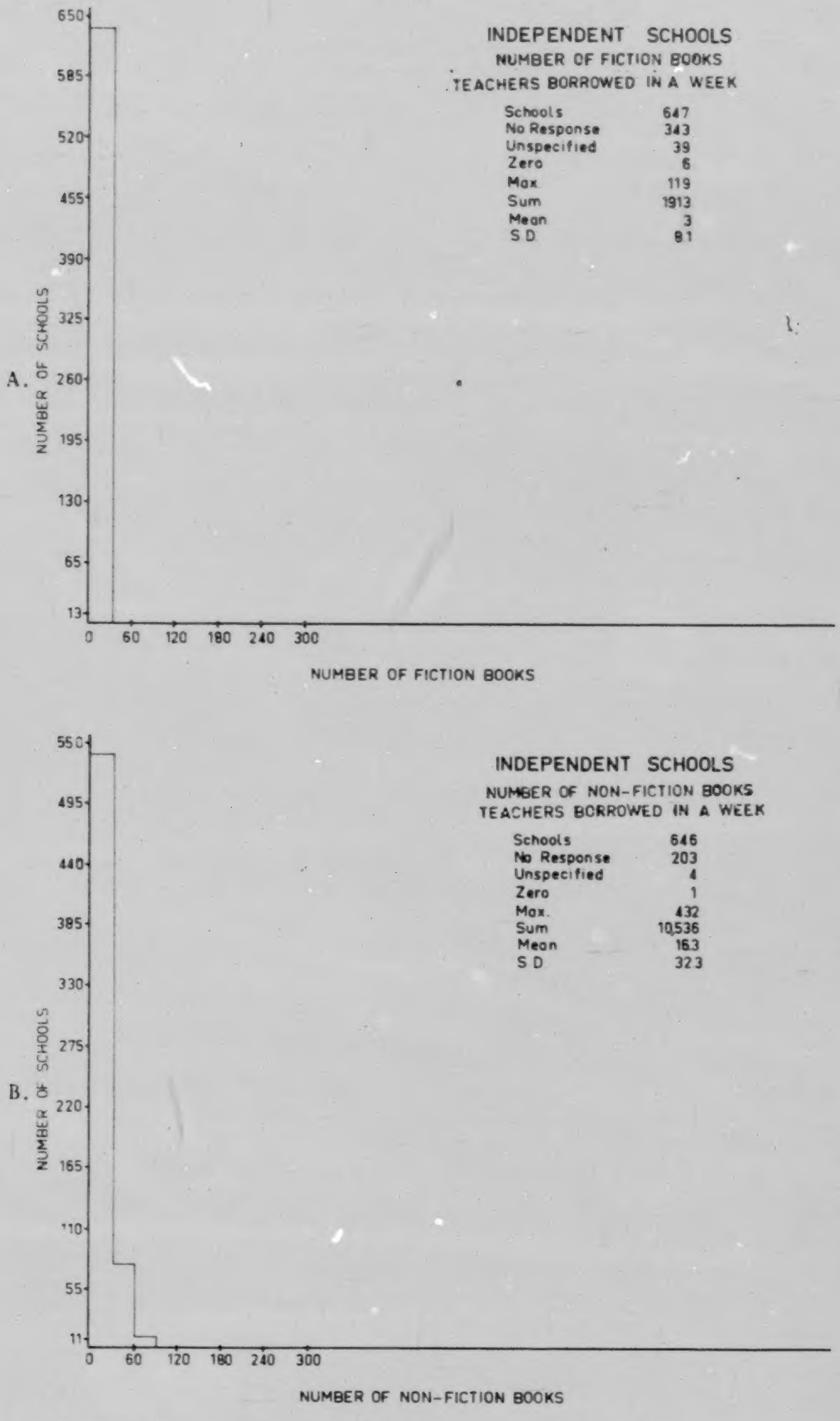

A.
INDEPENDENT SCHOOLS
NUMBER OF FICTION BOOKS
TEACHERS BORROWED IN A WEEK
Schools 647
No Response 343
Unspecified 39
Zero 6
Max 119
Sum 1913
Mean 3
S.D. 8.1
NUMBER OF SCHOOLS
650
585
520
455
390
325
260
195
130
65
13
0
60
120
180
240
300
NUMBER OF FICTION BOOKS
B.
INDEPENDENT SCHOOLS
NUMBER OF NON-FICTION BOOKS
TEACHERS BORROWED IN A WEEK
Schools 646
No Response 203
Unspecified 4
Zero 1
Max. 432
Sum 10,536
Mean 16.3
S.D. 32.3
NUMBER OF SCHOOLS
550
495
440
385
330
275
220
165
110
55
11
0
60
120
180
240
300
NUMBER OF NON-FICTION BOOKS

Figure 4.17

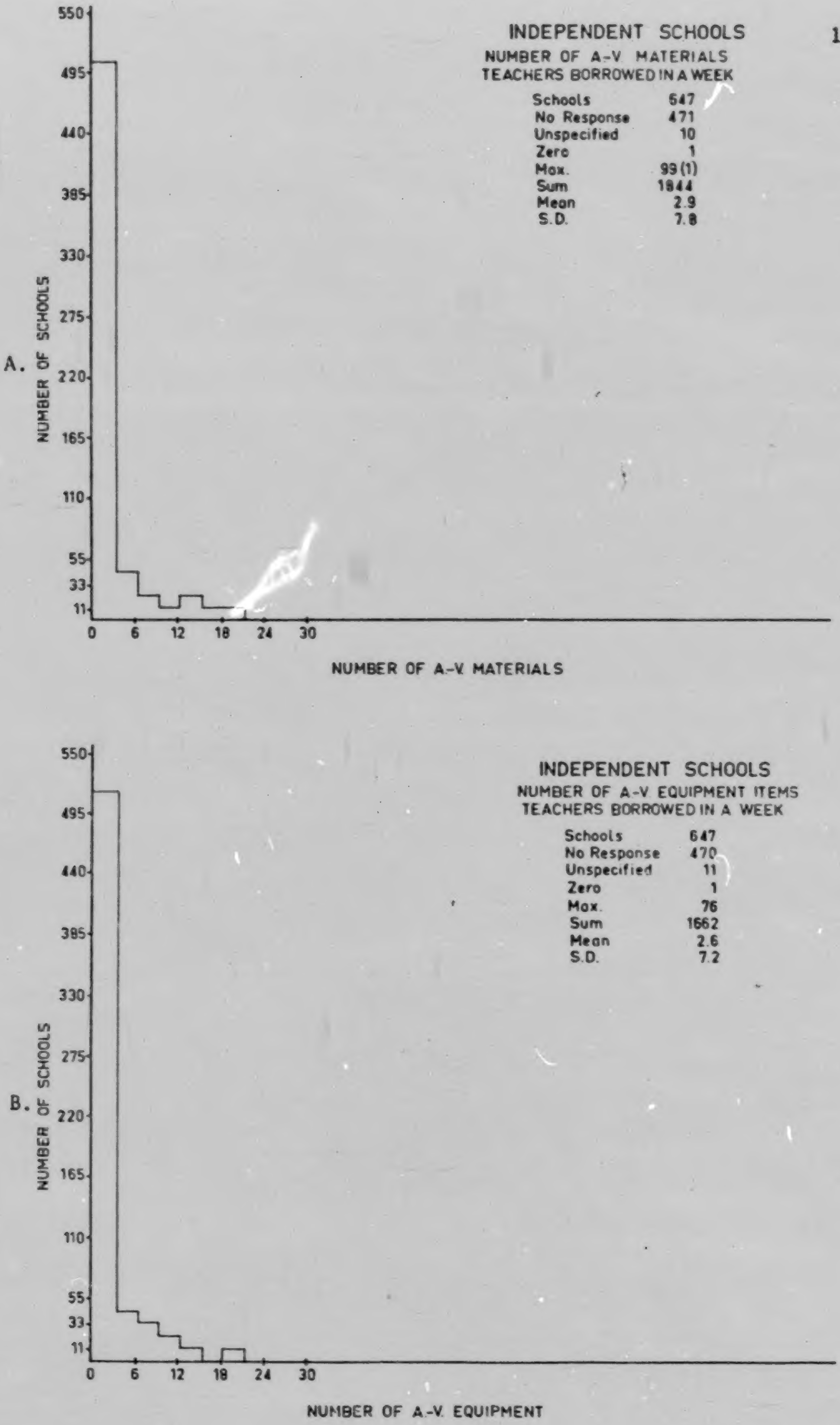

A.
INDEPENDENT SCHOOLS
NUMBER OF A-V MATERIALS TEACHERS BORROWED IN A WEEK
Schools 647
No Response 471
Unspecified 10
Zero 1
Max. 99 (1)
Sum 1844
Mean 2.9
S.D. 7.8
NUMBER OF SCHOOLS
550
495
440
385
330
275
220
165
110
55
33
11
0
6
12
18
24
30
NUMBER OF A-V MATERIALS
B.
INDEPENDENT SCHOOLS
NUMBER OF A-V EQUIPMENT ITEMS TEACHERS BORROWED IN A WEEK
Schools 647
No Response 470
Unspecified 11
Zero 1
Max. 76
Sum 1662
Mean 2.6
S.D. 7.2
NUMBER OF SCHOOLS
550
495
440
385
330
275
220
165
110
55
33
11
0
6
12
18
24
30
NUMBER OF A-V EQUIPMENT

Figure 4.18

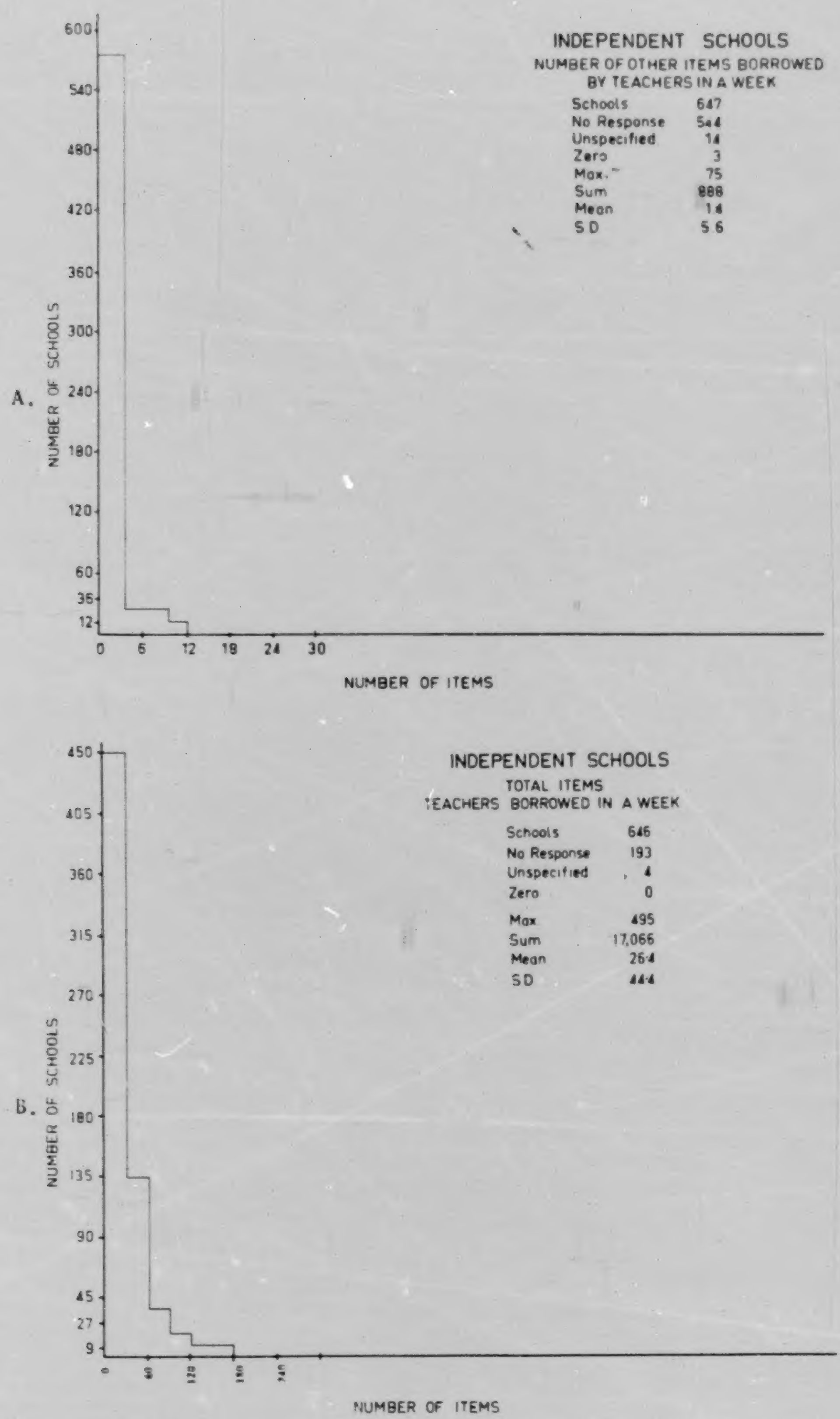
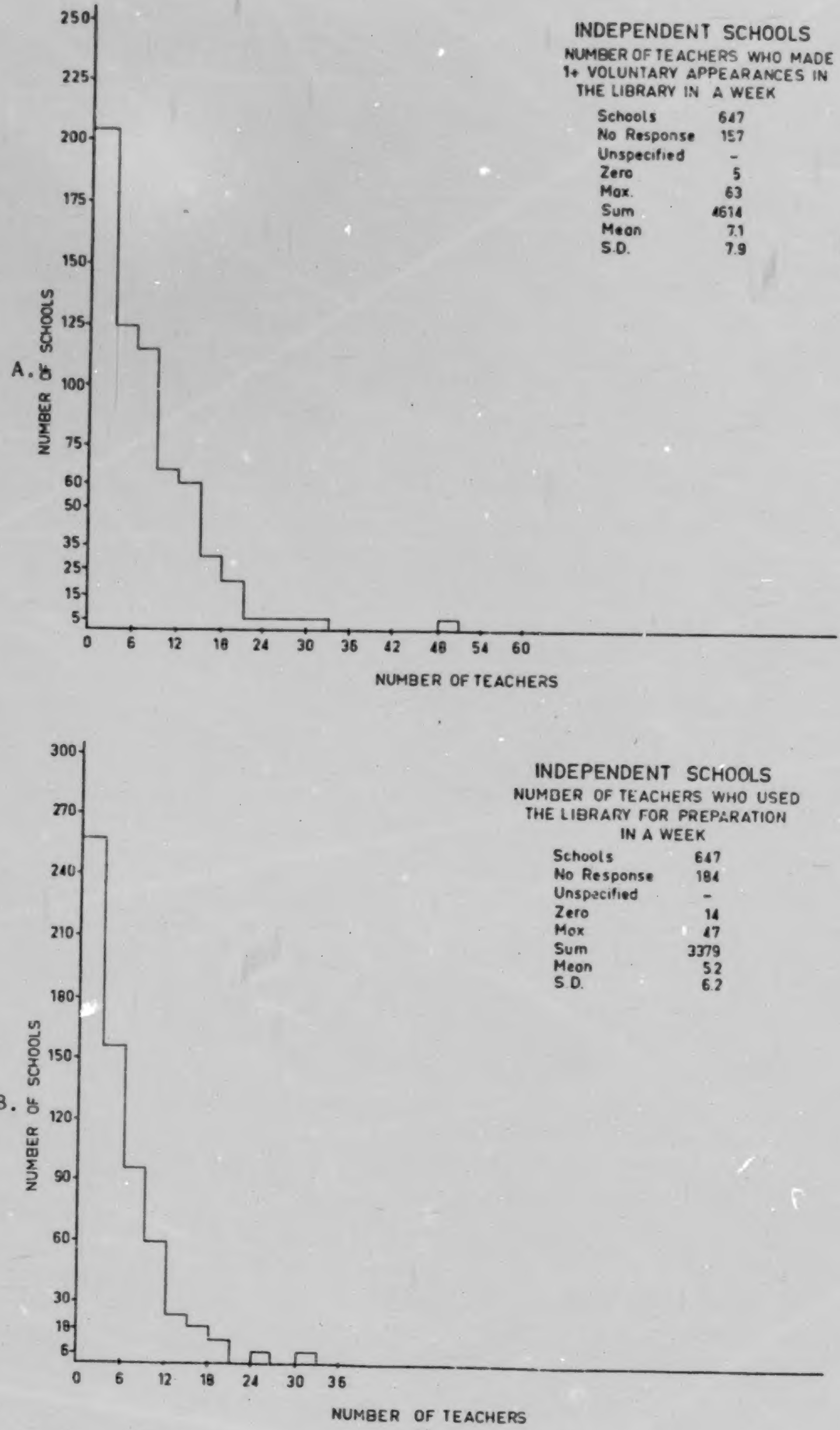

A.
INDEPENDENT SCHOOLS
NUMBER OF OTHER ITEMS BORROWED BY TEACHERS IN A WEEK
Schools 647
No Response 544
Unspecified 14
Zero 3
Max. 75
Sum 888
Mean 1.4
SD 5.6
NUMBER OF SCHOOLS
600
540
480
420
360
300
240
180
120
60
36
12
0
6
12
18
24
30
NUMBER OF ITEMS
B.
INDEPENDENT SCHOOLS
TOTAL ITEMS TEACHERS BORROWED IN A WEEK
Schools 646
No Response 193
Unspecified 4
Zero 0
Max 495
Sum 17,066
Mean 26·4
SD 44·4
NUMBER OF SCHOOLS
450
405
360
315
270
225
180
135
90
45
27
9
0
60
120
180
240
NUMBER OF ITEMS

Figure 4.19



INDEPENDENT SCHOOLS
NUMBER OF TEACHERS WHO MADE 1+ VOLUNTARY APPEARANCES IN THE LIBRARY IN A WEEK

Schools	647
No Response	157
Unspecified	-
Zero	5
Max.	63
Sum	4614
Mean	7.1
S.D.	7.9

INDEPENDENT SCHOOLS
NUMBER OF TEACHERS WHO USED THE LIBRARY FOR PREPARATION IN A WEEK

Schools	647
No Response	184
Unspecified	-
Zero	14
Max	47
Sum	3379
Mean	5.2
S.D.	6.2

Figure 4.20

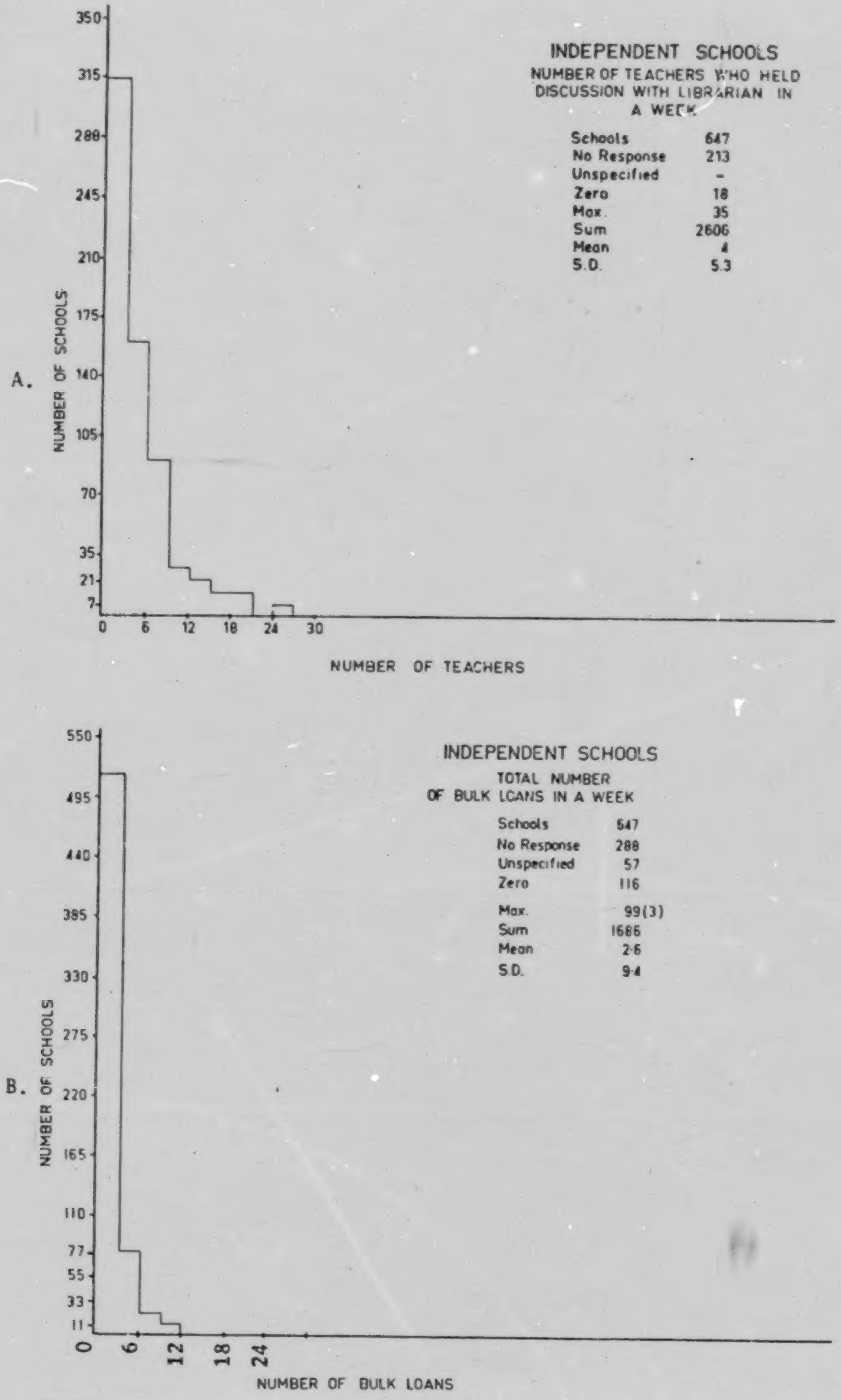

A.
INDEPENDENT SCHOOLS
NUMBER OF TEACHERS WHO HELD DISCUSSION WITH LIBRARIAN IN A WEEK
Schools 647
No Response 213
Unspecified -
Zero 18
Max. 35
Sum 2606
Mean 4
S.D. 5.3
NUMBER OF SCHOOLS
350
315
280
245
210
175
140
105
70
35
21
7
0
6
12
18
24
30
NUMBER OF TEACHERS
B.
INDEPENDENT SCHOOLS
TOTAL NUMBER OF BULK LOANS IN A WEEK
Schools 647
No Response 288
Unspecified 57
Zero 116
Max. 99(3)
Sum 1686
Mean 2·6
S.D. 9·4
NUMBER OF SCHOOLS
550
495
440
385
330
275
220
165
110
77
55
33
11
0
6
12
18
24
NUMBER OF BULK LOANS

Figure 4.21

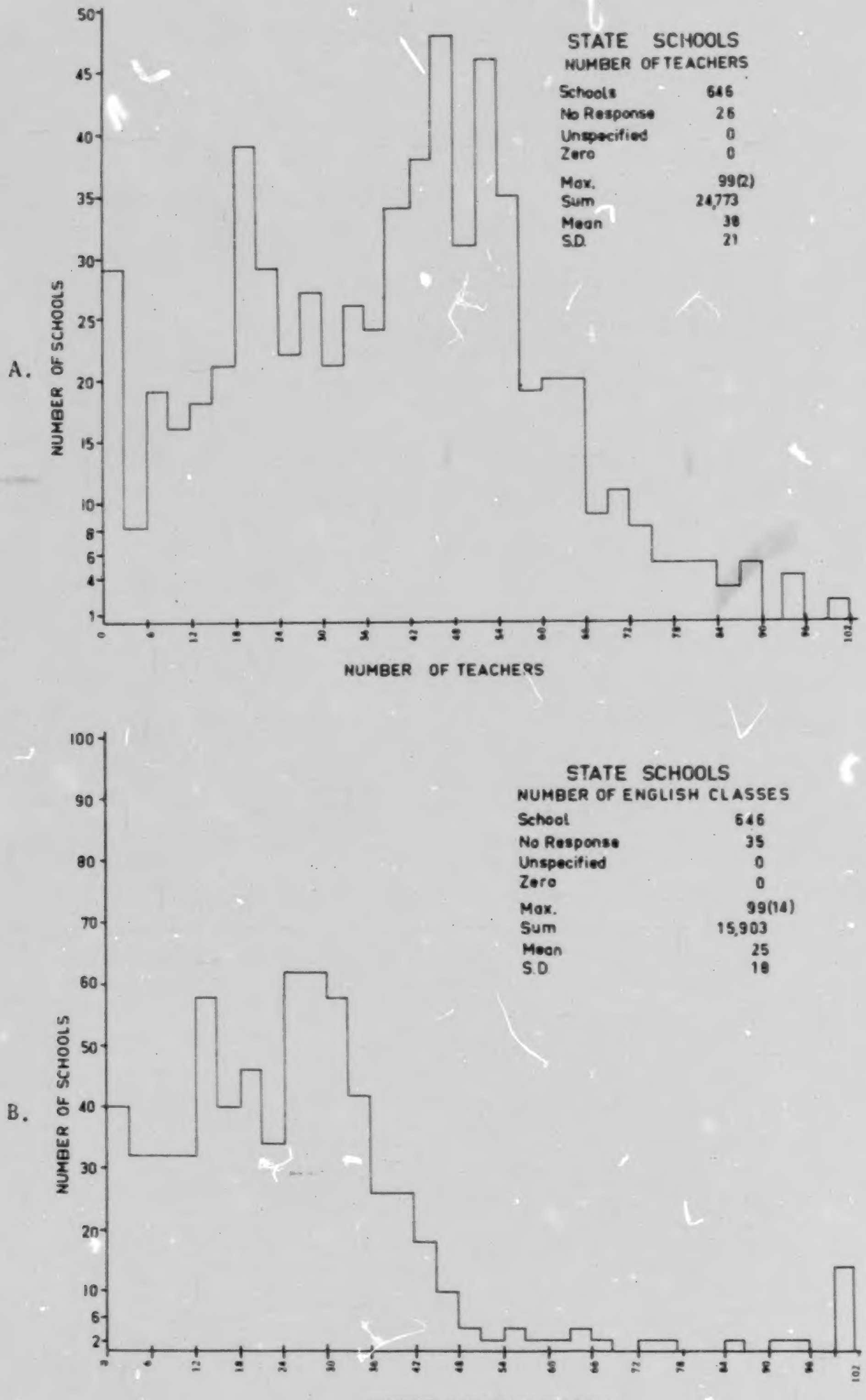

A.
STATE SCHOOLS
NUMBER OF TEACHERS
Schools 646
No Response 26
Unspecified 0
Zero 0
Max. 99(2)
Sum 24,773
Mean 38
S.D. 21
NUMBER OF SCHOOLS
1
4
6
8
10
15
20
25
30
35
40
45
50
0
6
12
18
24
30
36
47
48
54
60
66
72
78
84
90
96
102
NUMBER OF TEACHERS
B.
STATE SCHOOLS
NUMBER OF ENGLISH CLASSES
School 646
No Response 35
Unspecified 0
Zero 0
Max. 99(14)
Sum 15,903
Mean 25
S.D 18
NUMBER OF SCHOOLS
2
6
10
20
30
40
50
60
70
80
90
100
0
6
12
18
24
30
36
47
48
54
60
66
72
78
84
90
96
102
NUMBER OF ENGLISH CLASSES

Figure 4.22

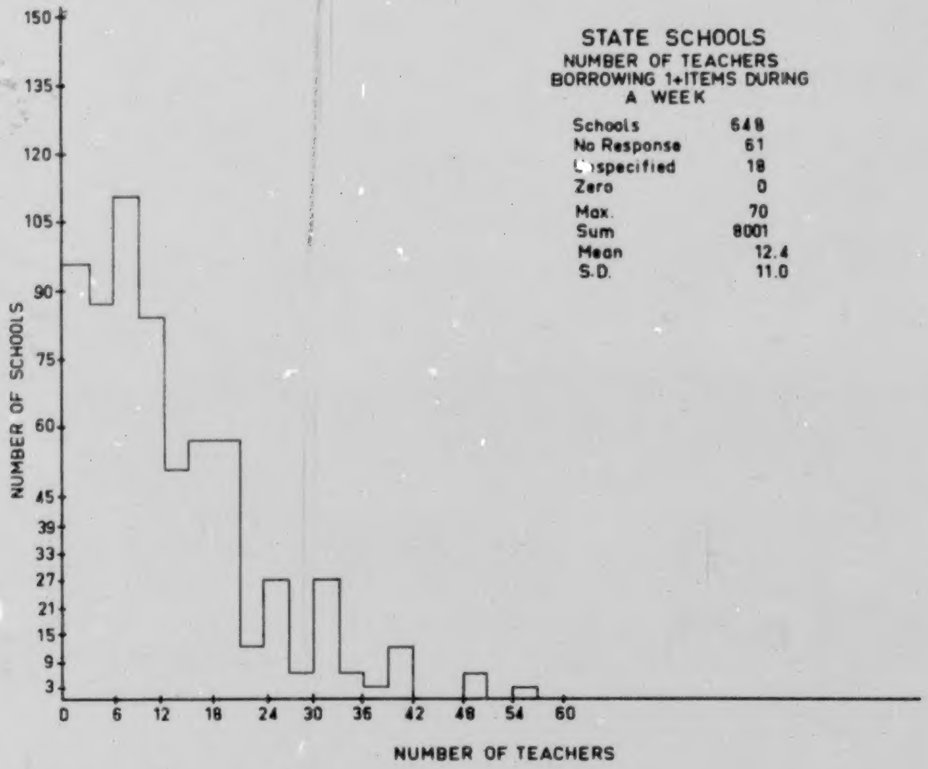

STATE SCHOOLS
NUMBER OF TEACHERS BORROWING 1+ITEMS DURING A WEEK
Schools 648
No Response 61
Unspecified 18
Zero 0
Max. 70
Sum 8001
Mean 12.4
S.D. 11.0
NUMBER OF SCHOOLS
150
135
120
105
90
75
60
45
39
33
27
21
15
9
3
0
6
12
18
24
30
36
42
48
54
60
NUMBER OF TEACHERS

Figure 4.23

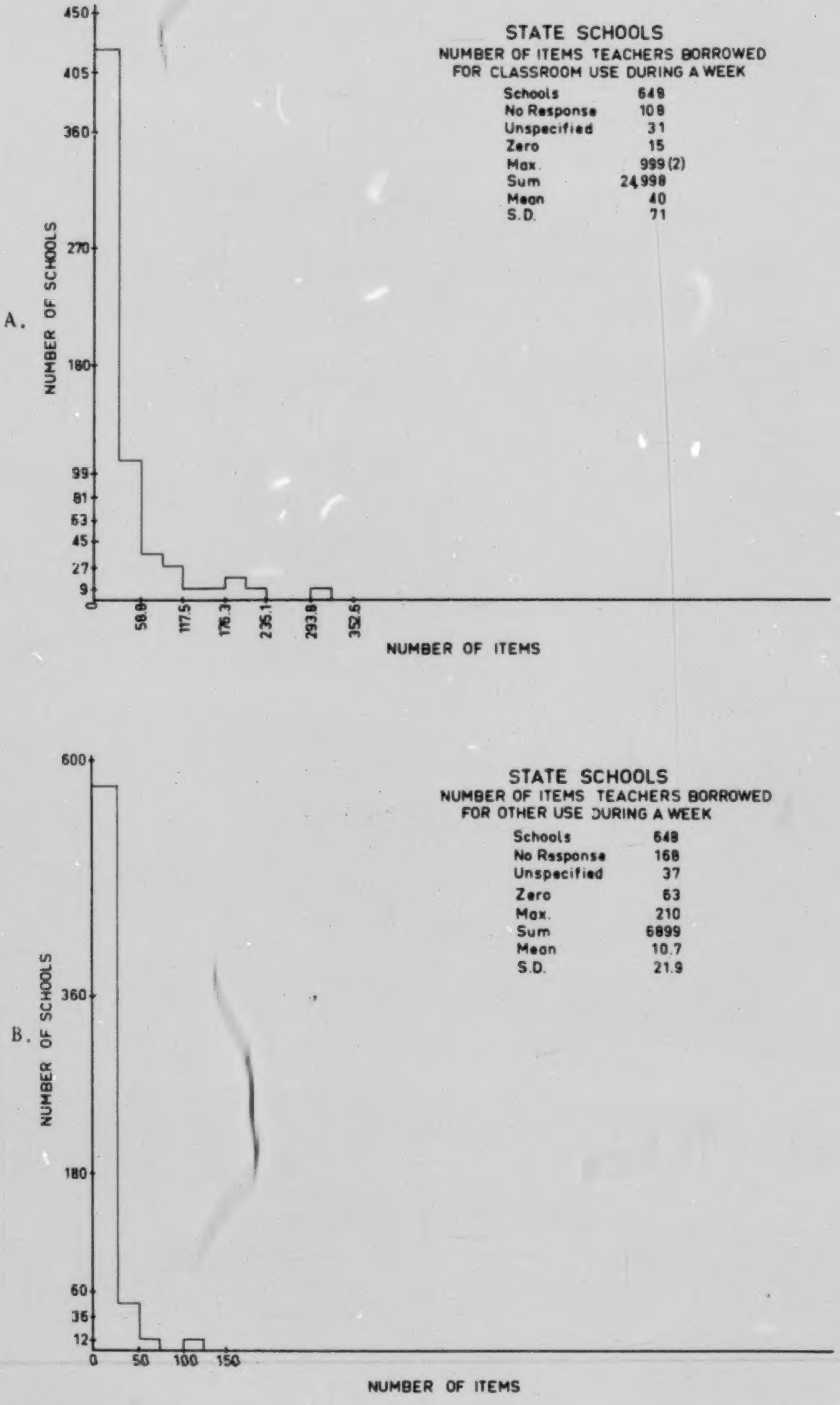

A.
STATE SCHOOLS
NUMBER OF ITEMS TEACHERS BORROWED FOR CLASSROOM USE DURING A WEEK
Schools 648
No Response 108
Unspecified 31
Zero 15
Max. 999 (2)
Sum 24,998
Mean 40
S.D. 71
NUMBER OF SCHOOLS
450
405
360
270
180
99
81
63
45
27
9
0
58.8
117.5
176.3
235.1
293.8
352.6
NUMBER OF ITEMS
B.
STATE SCHOOLS
NUMBER OF ITEMS TEACHERS BORROWED FOR OTHER USE DURING A WEEK
Schools 648
No Response 168
Unspecified 37
Zero 63
Max. 210
Sum 6899
Mean 10.7
S.D. 21.9
NUMBER OF SCHOOLS
600
360
180
60
36
12
0
50
100
150
NUMBER OF ITEMS

Figure 4.24

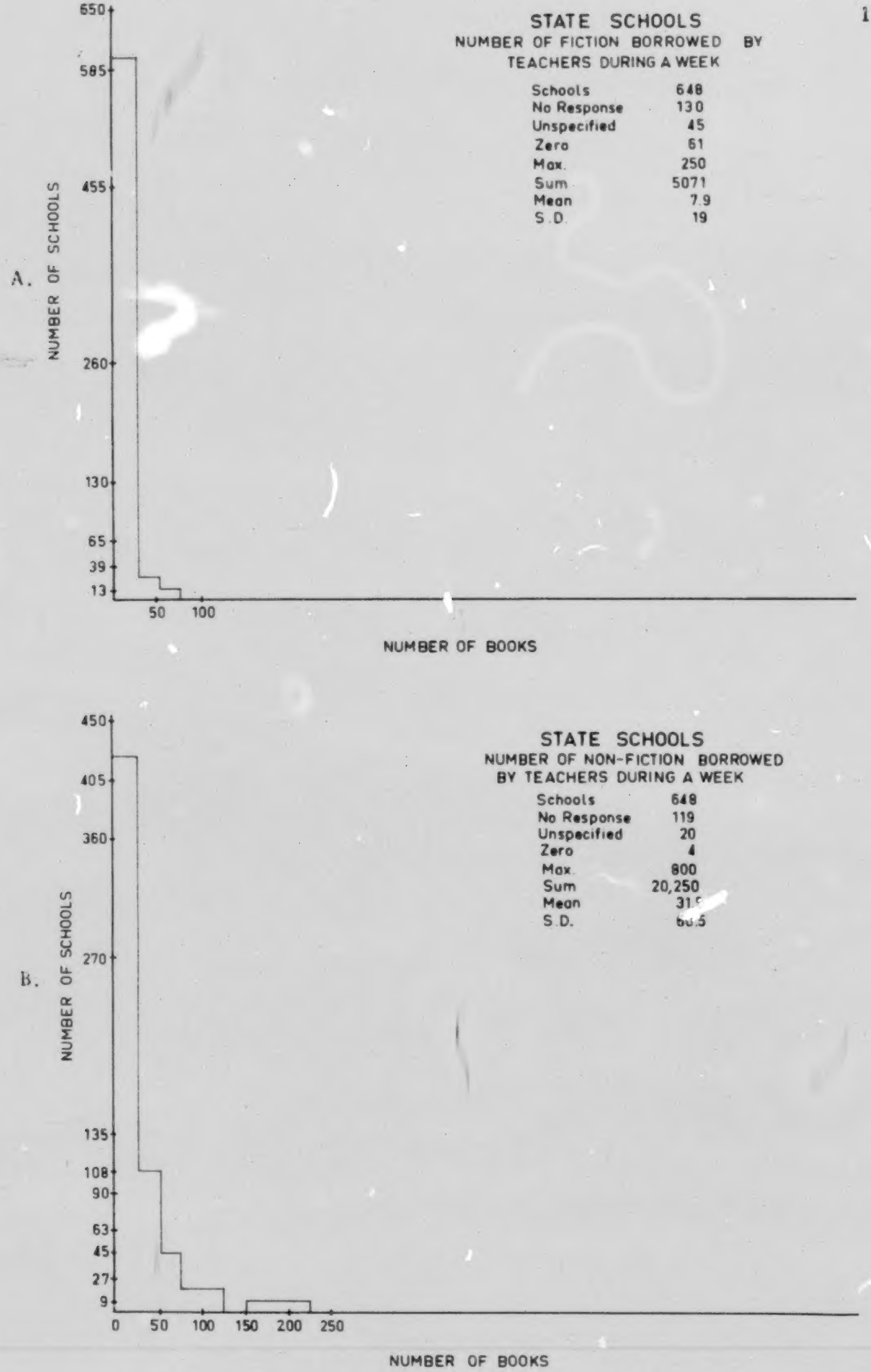

A.
STATE SCHOOLS
NUMBER OF FICTION BORROWED BY TEACHERS DURING A WEEK
Schools 648
No Response 130
Unspecified 45
Zero 61
Max. 250
Sum 5071
Mean 7.9
S.D. 19
NUMBER OF SCHOOLS
650
585
455
260
130
65
39
13
50
100
NUMBER OF BOOKS
B.
STATE SCHOOLS
NUMBER OF NON-FICTION BORROWED BY TEACHERS DURING A WEEK
Schools 648
No Response 119
Unspecified 20
Zero 4
Max. 800
Sum 20,250
Mean 31.9
S.D. 60.5
NUMBER OF SCHOOLS
450
405
360
270
135
108
90
63
45
27
9
0
50
100
150
200
250
NUMBER OF BOOKS

Figure 4.25

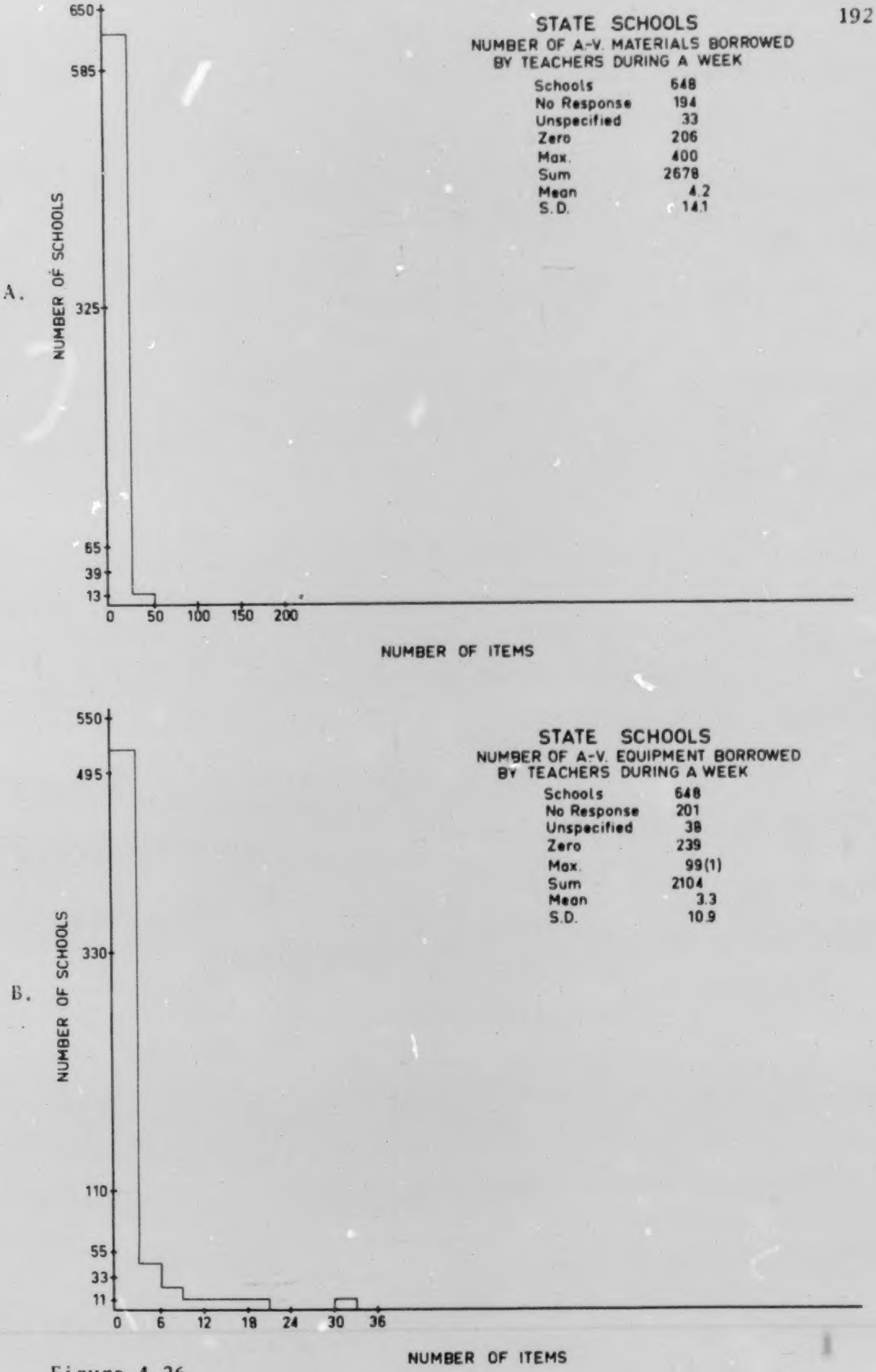

A.
STATE SCHOOLS
NUMBER OF A-V. MATERIALS BORROWED BY TEACHERS DURING A WEEK
Schools 648
No Response 194
Unspecified 33
Zero 206
Max. 400
Sum 2678
Mean 4.2
S.D. 14.1
NUMBER OF SCHOOLS
650
585
325
65
39
13
0
50
100
150
200
NUMBER OF ITEMS
B.
STATE SCHOOLS
NUMBER OF A-V. EQUIPMENT BORROWED BY TEACHERS DURING A WEEK
Schools 648
No Response 201
Unspecified 38
Zero 239
Max. 99(1)
Sum 2104
Mean 3.3
S.D. 10.9
NUMBER OF SCHOOLS
550
495
330
110
55
33
11
0
6
12
18
24
30
36
NUMBER OF ITEMS

Figure 4.26

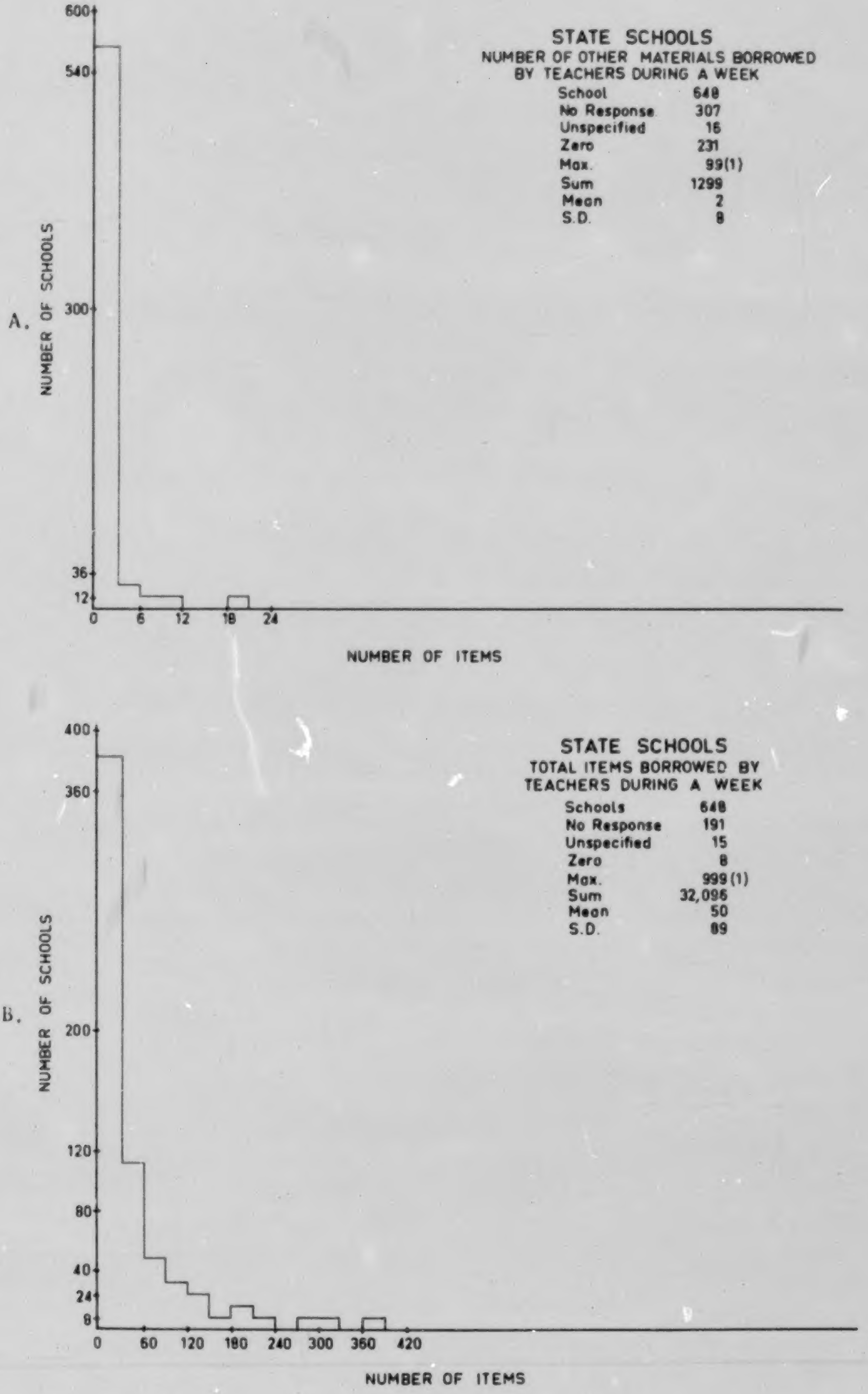

A.
STATE SCHOOLS
NUMBER OF OTHER MATERIALS BORROWED BY TEACHERS DURING A WEEK
School 648
No Response 307
Unspecified 16
Zero 231
Max. 99(1)
Sum 1299
Mean 2
S.D. 8
NUMBER OF SCHOOLS
600
540
300
36
12
0
6
12
18
24
NUMBER OF ITEMS
B.
STATE SCHOOLS
TOTAL ITEMS BORROWED BY TEACHERS DURING A WEEK
Schools 648
No Response 191
Unspecified 15
Zero 8
Max. 999(1)
Sum 32,096
Mean 50
S.D. 89
NUMBER OF SCHOOLS
400
360
200
120
80
40
24
8
0
60
120
180
240
300
360
420
NUMBER OF ITEMS

Figure 4.27

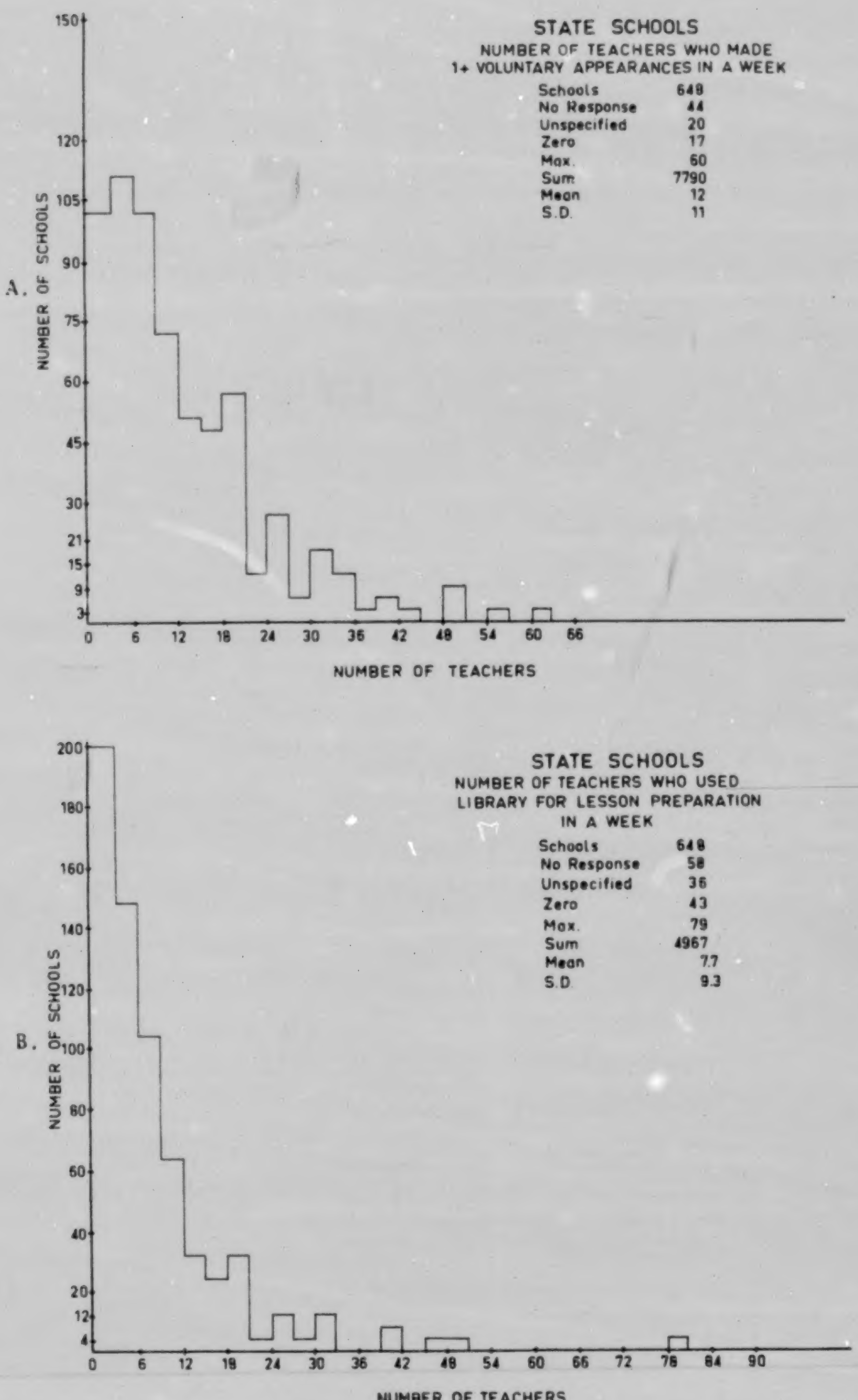

A.
STATE SCHOOLS
NUMBER OF TEACHERS WHO MADE
1+ VOLUNTARY APPEARANCES IN A WEEK
Schools 648
No Response 44
Unspecified 20
Zero 17
Max. 60
Sum 7790
Mean 12
S.D. 11
NUMBER OF SCHOOLS
150
120
105
90
75
60
45
30
21
15
9
3
0
6
12
18
24
30
36
42
48
54
60
66
NUMBER OF TEACHERS
B.
STATE SCHOOLS
NUMBER OF TEACHERS WHO USED
LIBRARY FOR LESSON PREPARATION
IN A WEEK
Schools 648
No Response 58
Unspecified 36
Zero 43
Max. 79
Sum 4967
Mean 7.7
S.D. 9.3
NUMBER OF SCHOOLS
200
180
160
140
120
100
80
60
40
20
12
4
0
6
12
18
24
30
36
42
48
54
60
66
72
78
84
90
NUMBER OF TEACHERS

Figure 4.28

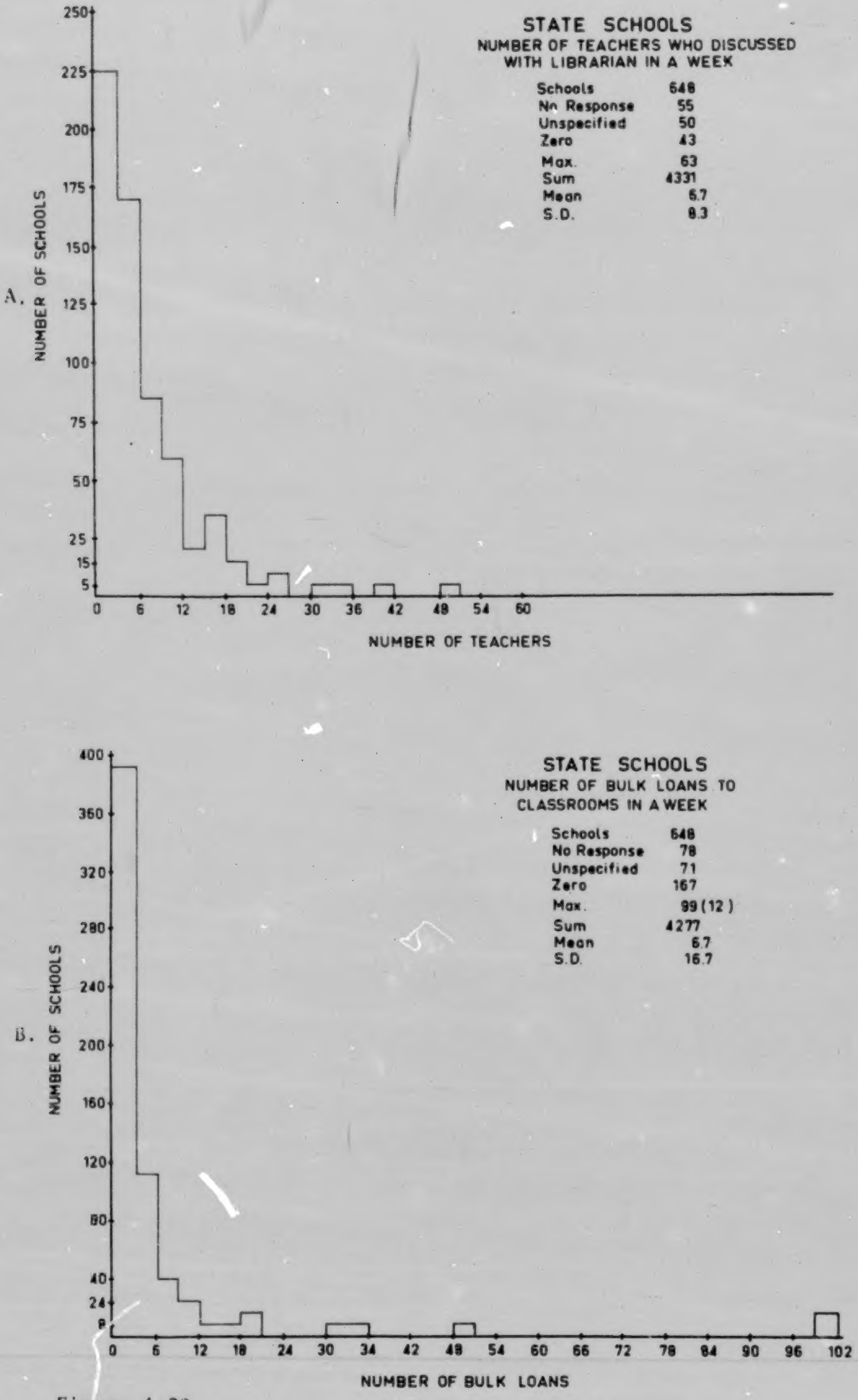

A.
STATE SCHOOLS
NUMBER OF TEACHERS WHO DISCUSSED WITH LIBRARIAN IN A WEEK
Schools 648
No Response 55
Unspecified 50
Zero 43
Max. 63
Sum 4331
Mean 6.7
S.D. 8.3
NUMBER OF SCHOOLS
250
225
200
175
150
125
100
75
50
25
15
5
0
6
12
18
24
30
36
42
48
54
60
NUMBER OF TEACHERS
B.
STATE SCHOOLS
NUMBER OF BULK LOANS TO CLASSROOMS IN A WEEK
Schools 648
No Response 78
Unspecified 71
Zero 167
Max. 99 (12)
Sum 4277
Mean 6.7
S.D. 16.7
NUMBER OF SCHOOLS
400
360
320
280
240
200
160
120
80
40
24
8
0
6
12
18
24
30
34
42
48
54
60
66
72
78
84
90
96
102
NUMBER OF BULK LOANS

Figure 4.29

Finally, the sampling of 128 teachers from the six National Case Studies were asked "What factors inhibit your using the library and its resources more than you already do?" Their responses (Table 42) were coded according to the inhibiting factors mentioned, and four major categories evolved:

"Inadequacies of plant, facilities, stock" (Items 3.0 to 3.9).

"Constraints associated with teachers' employment conditions" (Items 3.0 to 4.9).

"Problems preventing the best quality of usage of the existing library being achieved" (Items 5.0 to 5.8).

"Teacher has not a great need of the library for his or her teaching purposes" (Items 6.0 to 6.2).

If one omits the categorization and lists the top ten reasons in order of frequency, the following table results:

Table 41. Ten Most Common Inhibitors to Teacher Library Usage Mentioned by 128 Teachers

Sub-category of Response (Name of sub-category indicates the approximate nature only of the sub-category; code numbers in brackets refer to Table 42).	Frequency of Occurrence
Teacher's lack of time (4.3)	41
No need of library for teacher's particular work (6.1)	19
Timetable too tight (4.2)	18
Library too small (3.3)	17
Inadequacy of resources (3.1)	14
Inability of students to get benefit /from using library (5.1) . .	14
Syllabus too extensive (4.4) .	11
Lack of training of teacher in use of library (4.1) .	9
Lack of audio-visual equipment and material (3.4)	8
Large numbers of students wanting same books /at the same time (5.7)	6

This table, of course, omits mention of what, for some teachers were the most important inhibiting factors as far as they were concerned. If, however, one can assume that frequency is a reasonable indicator of importance then the table has some significance.

Teachers undoubtedly see "lack of time" as the major factor inhibiting their use of the library. Since a teacher's available time is a fixed quantity, it is clear that this available time needs to be redistributed. However, firstly, as their other responses show, it may be that the meeting of external demands of exams, timetables, overcrowded syllabuses, and so on is the chief thief of time which indicates an important relationship between the inhibitors mentioned, and these are not usually within the teachers' power to alter.

Secondly, if some aspects of teacher usage are largely a function of library staff, as indicated earlier, then one would expect "lack of time" to be less an inhibitor in schools with adequate library staff providing more effective service.

Another category which received heavy emphasis was the general "inadequacy of library plant, facilities and stock." Considering that all six of these schools had Commonwealth libraries and bookstock above the recommended basic standard, these comments may indicate the inadequacies of the standards as well as some inefficiency of the library programs.

Table 42. Frequency of Responses of 128 Teachers Concerning Inhibitors to Teacher Library Usage

#	%	Item	
5	(3.9)	3.0	"NONE", Nothing. I cannot use the library more than I do - there are inhibiting factors.
14	(10.9)	3.1	Inadequacy of resources; too few books; not enough books; lack of suitable materials; (and funds to buy more); shortage of books for all levels of English (Sport), etc.; restricted nature of resources; limited subject material - French; not enough for a whole (music) class; Paucity of economics texts; Lack of relevant material (Cit.Ed.) "It is easier to take a yearbook to a class than class to library and yearbook." Number of books on a specific topic; (Pupils having books out on loan); (Art) books owned by two Art teachers.
1	(0.7)	3.2	Not enough copies; "Volume of books i.e. repeats" = multiple copies. Not enough repeats i.e. for class sets; Need for multiple copies of useful books.
17	(13.2)	3.3	Library is too small; (lack of) space; small size; Too many classes; 2-3 classes need library for same period; Availability of the library (i.e. not available); Numbers already using the library; Restrictions on the use of the library during classtime; School size for library; Demand on library by other sections; Library is booked out.
8	(6.2)	3.4	Films, filmstrips, which are most applicable are not readily available; "Equipment factor"; Insufficient audio-visual equipment; Lack of audio-visual equipment. If shorthand is on tape (materials) it would be beneficial to students; Lack of audio-visual material.
5	(3.9)	3.5	Books not close at hand; Books not at easy reach when needed. (Library)(books) too far away; Distance to library for classes from our area; It's too remote.
2	(1.5)	3.6	No Librarian up to now; i.e. inadequate library staff. Librarian is often involved in teaching a class and therefore unavailable.
5	(3.9)	3.7	Facilities are inadequate in some ways; Farger sound-proof room for discussion groups; Isolation of a room from audio-visual equipment; unsuitable temporary nature of lighting in temporary room for T.V., projectors, etc; Library annexes (Library incompleted); (No blackboard).
2	(1.5)	3.8	No organization yet; Inadequate borrowing system; Lack of organization; Cataloguing system which fragments subjects requirements.

Table 4 2 (Cont'd).

#	%	Item	
-	-	3.9	No facilities for small groups, private work, etc.; Lack of facilities for large classes.
		4.0	
9	(7.0)	4.1	Lack of training of teachers in the use of the library; No in-service training on sufficient instruction in use of library, visual-aids; etc. In experience in having this type of facility; Inexperience on my behalf; Lack of guidance from Science subject master in my field (Physics). Lack of knowledge of what is available; Lack of thought.
18	(14.0)	4.2	Timetable too tight; Crowded timetable; lack of time for all classes; Lack of available periods for library use; No set periods; Period allocation; - Library timetable won't admit more classes; rigid timetabling. Not enough alloted time; "Flexible scheduling necessary"; rigid schedule.
41	(32.0)	4.3	(No) Time (i.e. lack of time by teacher); "Busyness"; Lack of preparation time; - My own study does not allow sufficient time to research the available texts in the library; Not enough p & c periods; (i.e. Personal lack of time, and lack of time because of demands from present teaching load.)
11	(8.5)	4.4	Syllabus is too extensive; Syllabi controls; Heavy workbook loads to keep up with; Have to keep up to date with workbook program; Heavy work program to be covered in specific time for general testing of all classes regardless of ability levels; Overloaded curriculum gives little leeway for library activity; Rigid syllabus; Lack of time to get through syllabus; Lack of time to complete set work; Syllabus requirements with respect to quantity; Syllabus does not allow for time in these subjects to be spent in the library; Prescribed syllabus does not allow time; Students texts demand work and time to cover material; Syllabi must be covered; pressure of work; In German the pressure of practical work leave no time for culture in which library could be used; The syllabus laid down by the department does not permit time to do assignments requiring library resources; Set syllabus; Tightness of audio-lingual courses (3 per week in Grade 8); Grade 12 have limited class time, etc.; The design of the course.
5	(3.9)	4.5	Set texts for a set exam; time factor for public exams; exam pressures; demands made by continuous assessment; Exam demands with Grade 12; Exams allow only 10% from assignments, therefore more classwork must be done.
-	-	4.6	Delays in obtaining books; delays when ordering films.

Table 42 (Cont'd).

#	%	Item	
-	-	4.7	The large range of subjects I teach makes specialization impossible; Present courses limiting freedom to place accent on individual differences; Am ex-Victorian and propose to make much more use of library in keeping with past experience.
-	-	4.8	Limited hours library is open.
2	(1.5)	4.9	Library hasn't been in operation long enough.
		5.0	
14	(10.9)	5.1	Inability of students to work in library - i.e. indiscipline; Lack of ability to use material with and consequent failure to benefit 10C2E2 Cit.Ed. class indifferent to this service; Low ability students; Students not used to library; Students cannot work individually; Irresponsible classes; Misbehaviour (Unsupervised classes); Unwillingness of class as a whole to use what is available, etc.
3	(2.3)	5.2	High noise level which exists in various parts of the library, which makes serious study difficult in these areas.
4	(3.1)	5.3	Size of classes; Classes too large; Class numbers in 10 and 11 Grades is too high; (NOTE: This occassionally implies "not enough texts on one topic").
2	(1.5)	5.4	The overuse of the library by certain subject groups; Library used for other purposes; Classes whole subjects are not directly related to library work; Library periods for Grade 8 and 9 used for isolated program unrelated to other subjects; Science always seems to be using slide projectors and dark curtains (from Art teacher); Other teachers booking in classes and failing to turn up; Many teachers are using the library in place of a classroom.
1	(0.7)	5.5	Students must be accompanied by class teacher; Library regulations and restrictions.
1	(0.7)	5.6	Prefer a separate senior library; Prefer to bring books to classroom.
6	(4.6)	5.7	All one year want same books at the same time; Large classes working on same topic. (3.1 and 3.2).
1	(0.7)	5.8	Possessiveness of the librarian.
		6.0	
19	(14.8)	6.1	Practical work by students takes too much time; No need of Library for Maths; Shorthand and Typing cannot use library; text is all that is needed in bookkeeping and accounting; Mathematics doesn't lend itself so readily to library use; Mathematics classes use of the library is generally frowned upon.
2	(1.5)	6.2	Classroom collection used; class libraries are a great help; use materials in classroom collection; Private collection of reading matter; my personal possessions of French Supplementary books is adequate.

V. SOME FURTHER EFFECTS OF COMMONWEALTH LIBRARIES

It is tempting to end the story at this point, where fairly plausible connections have been established along the path from Commonwealth Grant to practices and experiences that seem likely to promote the goals of secondary education. But most of us have been fooled before and will want to withhold the applause until facts relating to changes in students are in. At this stage in the research project, data on the consequences of changed library usage for the educational achievements are not nearly as extensive as one would wish; this is the area in which we are currently working. However, one study involving 160 11-grade students in schools with and without Commonwealth-supported libraries (Diamond, 1972) is completed, and the findings are of some significance. The basic postulate of this study is that the satisfaction with school and motivation for learning of students are, in part, functions of the interaction of library usage variables and personality variables. Of the two educational criteria used (student satisfactions and student motivation), the latter may be the more obviously important, but there is considerable support for the claim that experiences which promote satisfaction with school also possess educational value.

Satisfactions. Data on these were obtained by asking students to think back over the last two weeks and list those academic settings that were for them particularly satisfying and worthwhile. The students were then asked to state precisely why the chosen settings were particularly satisfying and worthwhile. The responses in the second section of this exercise were broken up into units, and classified into six groups:

1. Relief or Escape ("getting away from work").
2. Enjoyment of Surroundings ("I enjoyed the furniture and the air-conditioning").
3. Relations with Others ("could chat with the girls").
4. Learn About ("It was good because I learnt something").
5. Challenge, Test and Participation ("I enjoyed taking an active part in the lesson").
6. Autonomy and Independence ("It was a chance to discover things for myself").

The library featured as a "most satisfying" setting in 33.55% of choices in the case of students from the school with a Commonwealth library, and in only 11.42% in the case of students from the school without a Commonwealth library (significant beyond .01 level). When the library did feature, its satisfying qualities, in the case of both groups of students, were related mainly to Autonomy and Independence (64.21 and 72.00%), and Challenge, Test and Participation (11.58 and 8%). The result was that the Commonwealth-library students reported many more satisfactions of these kinds.

Motivation for Learning. This was measured in terms of the students' preparedness to choose threshold-level items when faced with English tasks which ranged from "very easy" through "moderately difficult", to "very difficult". The rationale behind the use of this criterion is that students who strive to attain high levels of achievement will avoid tasks which are both very easy and very difficult for them, on the ground that attempting these will not promote their achievements. Students from the two types of school did not differ with respect to motivation as defined in this way; in the case of both boys and girls, the majority of choices went to very difficult items, where the chances of success were between 0/5 and 1/5.

General findings of the kind just reported mask the effect that library-usage variables, such as student activities and the demands of the tasks set by the teachers, might be having upon students with different profiles of personality. While the facing of more challenging tasks under conditions of greater autonomy for learning is likely to be both attractive and stimulating to some, if not most, students, to others it is likely to constitute a threatening and debilitating situation. This is, indeed, what was found in this study. Students at the school which possessed the Commonwealth library were, for some unexplained reason, relatively deficient in a number of personality variables that were related to an ability to profit from independent study: a high need for achievement, a low need to avoid failure, and a high sense of internal responsibility for academic successes and failures. When personality variables were partialled out in the analysis, a very strong relationship was found between the kind of independent study program that was a feature of the Commonwealth-library school and student satisfaction with the school and the library.

One implication from this study is that if maximal advantage is to be gained from the kind of experiences that Commonwealth libraries appear to encourage, some attention needs to be given to how teachers can match library experiences to student needs.

Students, as well as finding the new libraries satisfying, perceive them as having a definite influence on their school activities. For example, in Table 43 it can be seen that of the 1306 students from the six National Case studies, 72% said that they and their studies would be affected if the library closed for the rest of the year.

These same students were asked to indicate the extent to which they "liked" participating in certain activities in the library. In general, they seem to enjoy all the activities they experience in the new libraries. Their responses are shown in Table 44.

It is probably not surprising that the activity liked best by most students (74%) is "Working with a best friend in the library." Similarly, a high number of students like "Talking to friends in the library" (65%), "Working with a group of other students in the library" (64%) and "Group discussion in the library" (52%). It is encouraging to note that, at the same time, 66% like "Working alone (Independent Study) in the library", 66% like "Research in the library", and from 57% to 72% like various reading activities.

Item 23, "Learning library skills ("Library lessons")", reveals an interesting pattern of responses. Over 30% claim they have not had these lessons in the library. This may be a good thing, considering that only 22% said they liked these lessons while 25% disliked them, with 18% being politely non-committal.

Table 43. Attitudes of 1306 Students Towards the New School Library

STATEMENT	Very True Of Me 1	True Of Me 2	Undecided (or the same) 3	Untrue Of Me 4	Very Untrue Of Me 5	No Response
1. I have told my mother and father about the school library.	498 38.1%	593 45.4%	88 6.7%	65 4.9%	32 2.4%	30 2.2%
2. I read more now than I did before the school got a new library (or before I came to this school.)	300 22.9%	332 25.4%	278 21.2%	235 17.9%	128 9.8%	33 2.5%
3. I find the school library boring and uninteresting.	41 3.1%	46 3.5%	165 12.6%	463 35.4%	548 41.9%	43 3.2%
4. I enjoy discussing with my friends the things I find in the school library.	156 11.9%	388 29.7%	343 26.2%	251 19.2%	129 9.8%	39 2.9%
5. It would affect me and my studies if the school library closed for the rest of the year.	579 44.3%	362 27.7%	126 9.6%	97 7.4%	107 8.1%	35 2.6%

In reference to the various subject lessons (Items 27 to 38) it seems more rewarding to look down column 6 of Table 44: "Have not experienced this in the library". If we take these responses as representative of the six schools involved, then it would appear that "English" is the subject benefiting most from the new libraries since 78.5% of the students have had English lessons *in* the library. The corresponding figure for History is 57%, for Geography 49%, for Science 57%, for Maths 29%, and for the other subjects under 25%. There is no indication of the extent to which library materials are taken from the library into the classrooms. However, from other data gathered in the National Survey it appears that bulk loans, at least, are not very common (Figures 4.20 and 4.28).

As pointed out previously, students enjoy making a great deal of use of the new libraries, but one wonders exactly *what* it is they like about them. Accordingly, the 1306 students were asked to list three things *they liked best* about the new school libraries and three things *they did not like*. Their responses, listed in Tables 45 and 46, respectively, are remarkably consistent.

There is no doubt that the new and comfortable facilities have made the greatest impact (Table 10, Section III B), but is is pleasing to note that many comments of satisfaction were also made about the books, reading and the audio-visual materials.

At the same time, however, 195 comments were made about the lack of books, 64 comments concerned over-crowding and 144 comments expressed dissatisfaction with various aspects of the furniture.

It appears that noise, librarians, and library restrictions (especially "being told to be quiet") are also major sources of student dissatisfaction. From observation, it appears that most students, especially seniors, find talking a distraction unless they are doing it themselves.

Table 44. The Extent to Which 1306 Students Said They Enjoyed Library-Oriented Activities
(Percentages)

Instructions to Students:

Here is a list of activities in which you may have taken part in the library. If you have been involved in the activity, please tick one of the Columns 1 to 5 to show how you felt about it. If you have not taken part in the activity, tick Column 6. If some activities have not been included, write them in at the end.

ACTIVITY	Liked Very Much 1	Liked 2	No Feeling One Way Or Another 3	Disliked 4	Disliked Very Much 5	Have Not Exper-ienced this in Library 6	No Response
1. Reading story books (fiction) in the library	20.9	35.9	16.3	6.2	3.3	14.2	2.9
2. Browsing (looking around) in the library	26.5	45.4	17.6	4.0	1.0	2.0	3.2
3. Reading books about hobbies, pets, cars, sports, etc. in the library	37.2	28.4	13.7	4.9	1.2	11.7	2.6
4. Reading for information (non-fiction) including reference books in the library	21.7	38.3	22.8	8.5	1.8	3.3	3.2
5. Reading newspapers in the library	10.1	22.6	20.8	9.4	3.2	30.1	3.3
6. Reading magazines in the library	20.3	39.4	14.7	3.6	0.7	9.4	3.5
7. Reading maps, pamphlets, and other print materials in the library	6.6	25.8	25.6	12.4	3.0	22.7	3.5
8. Watching films in the library	22.5	20.9	5.5	1.6	0.9	44.4	3.9

Table 44 (Cont'd).

ACTIVITY	Liked Very Much 1	Liked 2	No Feeling One Way Or Another 3	Disliked 4	Disliked Very Much 5	Have Not Exper-ienced this in Library 6	No Response
9. Listening to records in the library	21.5	19.6	6.7	2.2	0.8	45.3	3.6
10. Listening to tapes (reel and cassette) in the library	24.0	21.6	7.8	2.8	0.6	40.0	2.9
11. Looking at slides in the library	16.4	19.2	7.5	2.2	1.3	49.6	3.5
12. Looking at filmstrips in the library	15.0	19.1	7.3	2.4	0.7	51.3	3.9
13. Watching T.V. in the library	18.6	13.7	4.2	1.5	0.5	57.3	3.9
14. Using photographic equipment in the library	9.7	10.4	6.1	1.3	0.3	67.4	1.5
15. Using the photocopier in the library	15.1	18.8	14.4	1.7	0.3	45.2	4.2
16. Asking the librarian for information or help in the library	6.9	25.5	43.1	8.3	2.5	9.7	3.7
17. Working with teachers in the library	10.8	30.3	28.1	10.7	2.9	12.7	4.2
18. Working alone (Independent Study) in the library	29.1	36.4	15.8	7.5	1.6	5.6	3.5
19. Working with a best friend in the library	35.8	38.5	14.3	2.8	0.7	4.3	3.3
20. Working with a group of other students in the library	22.0	42.3	16.4	9.5	1.9	4.2	3.3

Table 44 (Cont'd).

ACTIVITY	Liked Very Much 1	Liked 2	No Feeling One Way Or Another 3	Disliked 4	Disliked Very Much 5	Have Not Experienced this in Library 6	No Response
21. Working as a library assistant in the library	8.8	9.5	10.1	7.1	3.1	56.5	4.6
22. Looking at displays in the library	12.4	33.6	21.2	4.2	1.1	23.1	4.0
23. Learning library skills ("Library Lessons")	6.5	15.0	17.8	17.0	7.9	30.2	4.4
24. Doing assignments and homework in the library	21.6	37.9	19.2	7.1	2.4	7.8	3.7
25. Spare (study) periods in the library	26.1	36.2	11.2	3.2	0.9	10.1	3.9
26. Research in the library	24.8	41.2	19.0	5.6	1.2	4.1	3.8
27. English lessons in the library	19.0	35.1	13.7	5.0	1.9	21.5	3.5
28. History lessons in the library	11.8	21.3	9.8	6.1	2.2	43.1	5.5
29. Geography lessons in the library	8.9	19.4	7.4	5.6	1.9	51.1	5.5
30. Science lessons in the library	14.8	22.3	10.0	4.5	1.6	42.8	3.8
31. Maths. lessons in the library	5.8	8.4	4.1	4.0	1.6	70.7	5.2
32. Language lessons (French, German, etc.) in the library	3.6	4.4	2.9	2.6	1.2	78.2	6.7

Table 44 (Cont'd).

ACTIVITY	Liked Very Much 1	Liked 2	No Feeling One Way Or Another 3	Disliked 4	Disliked Very Much 5	Have Not Experienced this in Library 6	No Response
33. Art lessons in the library	5.5	5.2	3.7	4.0	0.5	76.7	3.9
34. Drama lessons in the library	5.3	5.8	3.3	33.2	0.4	77.5	4.0
35. Music lessons in the library	2.8	3.8	2.6	3.7	0.6	81.7	4.4
36. Home Craft lessons in the library	3.5	4.6	3.8	2.7	0.4	80.3	4.4
37. Woodwork, Metalwork lessons in the library	3.3	3.5	3.5	5.1	1.1	80.3	5.3
38. Economics lessons in the library	3.3	7.7	5.2	3.9	0.7	72.5	6.5
39. (Other, please name subject) e.g. Social Studies in the library	8.2	8.4	2.5	1.7	0.3	22.0	36.5
40. (Other, please name subject) ____________ in the library	3.1	4.3	1.7	0.8	0.1	21.8	67.9
41. Doing projects in the library	26.4	34.8	15.3	4.2	0.9	14.3	3.7
42. Doing book reports (book logs) in the library	7.3	16.6	15.6	9.9	3.5	42.1	4.5
43. Preparing for debates in the library	7.5	12.0	9.1	6.5	2.6	57.3	4.5
44. Taking part in debates in the library	6.8	8.4	5.9	5.3	2.6	66.2	4.4

Table 44 (Cont'd).

ACTIVITY	Liked Very Much 1	Liked 2	No Feeling One Way Or Another 3	Disliked 4	Disliked Very Much 5	Have Not Exper-ienced this in Library 6	No Response
45. Group discussion in the library	19.6	32.0	11.4	3.8	0.6	28.9	3.3
46. Club meetings in the library	7.7	8.8	5.8	2.7	0.7	69.3	4.5
47. Talking to friends in the library	29.4	35.8	18.1	3.3	1.0	8.1	3.9
48. Doing exams in the library	8.6	11.8	8.0	5.8	2.6	58.4	4.4
49. Being quiet in the library	12.2	24.3	28.7	14.5	9.7	6.1	4.2
50. Obeying the library regulations	10.1	21.8	42.8	9.3	6.6	3.5	5.5
51. (Any other activity) ______________	3.1	1.5	0.6	0.4	0.6	14.8	78.7
52. (Any other activity) ______________	1.4	0.3	0.4	0.4	0.3	15.3	81.6

Table 45. Sources of Student Satisfaction as Expressed by 1306 Students.

Number of Comments	Category
	A. MATERIALS
193	1. Books
405	2. Reading
318	3. Audio-visual
86	4. Photocopier
1002	TOTAL FOR "A"
39	B. LIBRARY STAFF
51	C. FACILITIES in general (Building, furniture, etc.)
165	1. Comfort
213	2. Quiet atmosphere
245	3. Independent and private study facilities
425	4. Furniture (especially comfortable seating) and other internal equipment.
8	5. Light
132	6. Space
1239	TOTAL FOR "C"
113	D. SERVICES
	E. SCHOOL STUDIES
191	1. Lesson work
29	2. Group work
220	TOTAL FOR "E"
14	F. "NEGATIVE" ACTIVITIES
1	G. NONE, NOTHING

Table 46. Sources of Student Dissatisfaction as Expressed by 1306 Students

Number of Comments	Category
	J. MATERIALS
200	1. Lack of books
31	2. Reading
13	3. Audio-visual (lack of)
6	4. Photocopier
250	TOTAL FOR "J"
161	K. LIBRARY STAFF
7	L. FACILITIES in general
18	1. Too hot, cold, etc.
134	2. Noise
24	3. Not enough private/silent study areas
64	4. Crowded
144	5. Furniture and equipment
7	6. Other
398	TOTAL FOR "L"
	M. SERVICES
166	1. Rules; being told to be quiet; etc.
61	2. Not open long enough
46	3. Loan period and system
29	4. Others
302	TOTAL FOR "M"
	N. SCHOOL STUDIES
34	1. Lessons
49	2. Other Students
6	3. Other
89	TOTAL FOR "N"
8	O. ALL ACTIVITIES GOOD
40	P. NONE: "NO COMMENT"

It was also possible to discover sources of satisfaction and dissatisfaction among government school teacher-librarians, and their comments, taken from their responses to an item in National Survey (1971) Questionnaire 1, make a rather interesting finalé.

As Table 47 reveals, there tends to be considerable dissatisfaction among the responding teacher-librarians especially with the lack of everything. Restrictive timetables and lack of library staff time echo the teachers' dissatisfactions discussed in a previous section (Table 41). Inadequate internal (library) facilities and lack of teachers' knowledge of library usage are also major sources of dissatisfaction.

Teacher-librarians always appear to want to give the impression of being keen to push and promote. That is, they see themselves as fighting against the traditional ,conservative, restrictive forces.

But, there is general optimism and hope for future improvements. Many teacher-librarians look forward in a cargo-cult fashion towards the day that their new Commonwealth library will arrive.

Table 47. Comments by Teacher-Librarians Regarding Satisfactions and Dissatisfactions

(Numbers of Comments; S = Satisfaction, D = Dissatisfaction, N = Neutral.)

A. Related to Usage

General			Teachers; Individual			Teacher Supervision			Students; Individual		
S	D	N	S	D	N	S	D	N	S	D	N
37	57	10	23	42	1	1	13	1½	31	20	1½

B. Related to Forces

General Education Policy			Timetable			Teacher-Attitude to Library			Teacher Knowledge of Library Use			Teacher Attitude/ Librarian Liaison			Teacher Attitude/ Willingness		
S	D	N	S	D	N	S	D	N	S	D	N	S	D	N	S	D	N
5	8	1	11	26	4	1	14	-	1	27	-	12	17	2	3	13	-

C. Related to Accessibility

Facilities: Location			Facilities: Internal			Materials			Library Staff # and Training			Library Staff: # Time			Timetable: Limits Use			Library Services		
S	D	N	S	D	N	S	D	N	S	D	N	S	D	N	S	D	N	S	D	N
-	9	-	4	85	2	8	43	-	3	40	-	- -	30	2	-	27	1	4	15	-

D. Related to Change

Progress			Direction of Change			Rate of Change		
S	D	N	S	D	N	S	D	N
48	-	-	45	7	1	8	9	-

VI. CONCLUDING STATEMENT

We have travelled a long research road since looking at the Commonwealth Government's decision to make a large sum available for the establishement and improvement of secondary school libraries, and the end is not in sight yet. As we have travelled, we have, perforce, progressively narrowed the front by leaving aside some interesting consequences, and we want to go back and follow these threads. Moreover, at this stage we have made only exploratory forays into the student-outcome domain, and we have not penetrated beyond interface variables such as satisfaction and motivation. There is still a great deal to be done before the full consequences of the Commonwealth Grant can be laid out, but the evidence from a variety of sources (observations, opinions of students, opinions of teachers, analysis of questionnaire data and the like) tells a remarkably consistent story of the Grant making available a greatly enriched stock of facilities which are supporting and making possible, if not coercing, new patterns of teaching and learning. These new patterns include more individualization of instruction, more opportunities for the learners to participate in their education, to be enthusiastic about it, and to be more responsible for their progress. There is already evidence to show that many students are responding positively to these opportunities.

There are, however, at least two things revealed in this study which seem to blunt the impact of the Grant to some extent: the lack of properly qualified school library staff and the lack of inservice training for all teachers in the use of libraries. There are some signs that efforts are being made to cope with both of these problems.

It is easier to establish gains than to answer the question of relative benefits. Granted that the Commonwealth Library scheme is a "good thing", could even greater benefits be gained by putting the same amount of money into other educational ventures? We will probably never know the answer to that question.

APPENDICES

A. Details of the Stages of the Commonwealth Secondary School Libraries Research Project.

B. Schools Visited by the Research Officer, October, 1970 - October, 1972.

C. Questionnaire 1 (National Survey of Government Secondary Schools, 1971).

D. Questionnaire and Supplement, Commonwealth Department of Education and Science (used in the National Survey 1971 of Non-Government Secondary Schools).

E. Case Study Questionnaires and Interview Schedules.

F. Names of Individuals, Groups and Associations Who Submitted a Brief, and Letter of Invitation.

G. Letter Used to Announce the Project.

H. State Services to School Libraries.

I. Task Analysis of Teacher-Librarian.

J. A Selected Bibliography of Items Directly on the Topic of the Commonwealth Secondary Schools Libraries Program.

K. Interpretation of Histograms.

APPENDIX A.

Details of the Stages of the Commonwealth Secondary School Libraries Research Project.

DETAILS OF THE STAGES OF THE COMMONWEALTH SECONDARY SCHOOL LIBRARIES RESEARCH PROJECT

Stage 1: (October 1970 to April, 1971)

1. A literature search was undertaken:

    (a) to determine research on school libraries already done or in progress throughout the world;

    (b) to obtain information on library programs at various stages of development throughout the world, e.g. major library projects in the U.S.A. such as NEA Title II, the Knapp Project, and the School Library Manpower Project;

    (c) to acquire copies of instruments already developed for the evaluation of library programs. Checklists, questionnaires and inventories were obtained from over ten educational institutions overseas.

    (d) to obtain an outline of the history of school library development in Australia as it relates to the present project.

    (e) to develop a collection of significant bibliographies, articles, reports and other documents on school libraries.

2. An orientation visit was made by the project Research Officer to Sydney, Canberra and Melbourne during November, 1970 to inspect 20 new school library buildings, to speak to about 50 experts in the field, and to study the operations of the Libraries Facilities Branch of the Commonwealth Department of Education and Science. A report of this trip was submitted to the principal investigator.

3. Factors which may facilitate or inhibit school library progress were identified and classified. In all, some 300 factors were considered in this way, and a selection of the most important of these forms the basis for the research model and evaluating instruments. The factors which were taken into consideration relate to the following areas: library services, staffing, bibliographic resources, building design and location, environmental climate of the school and the library, school program, attitudes of teachers, principals, librarians and students towards the library, student skills, teaching strategies, policies of educational authorities, training programs for teachers and librarians, and activities of professional associations.

4. Observation of six school libraries (four government and two non-government) in Brisbane enabled further identification of the significant elements of school library development.

5. Two instruments were devised and pilot tested in Brisbane schools. The first instrument, which evolved into Questionnaire 1 (Appendix C) was designed to provide base-line data on the physical resources of the libraries and a quantitative analysis of the usage. The second instrument was designed to survey the attitudes and opinions of principals, teachers and school librarians with regard to the objectives and usage of school libraries.

6. Stage 1 was concluded and Stage 2 initiated by a full meeting of the Project Advisory Committee, 1st April, 1971. At this meeting the first Progress Report was submitted to the Committee by the Research Officer and an overall plan for the Project was discussed and agreed upon.

Stage 2: (April to October, 1971)

1. This period began with two pilot studies - the first in 4 secondary schools in Brisbane and the second in 8 secondary schools in Townsville - for the purpose of refining the questionnaires. It was decided that the attitudes instrument was not appropriate at this time, but that a complete survey of Australian secondary schools would be made with Questionnaire 1.

2. In May, Mr. Simms visited Western Australia, South Australia and Victoria where he discussed the research project with principals and officers of the State Departments of Education. A report of his visit was submitted to the principal investigator.

3. The research project then divided itself into two main areas of activity: the national survey and the in-depth studies.

   The national survey also fell naturally into two parts because of the different procedures used to send the different questionnaires to non-government and government schools. The former group was sent a questionnaire by the Department of Education and Science, and a Supplement concerning library usage (Appendix D) devised by research staff was included to obtain data for the Research Project. These questionnaires were mailed to all secondary schools in June by the Commonwealth Department.

   For the survey of government schools, Questionnaire 1, developed in Stage 1, was modified according to comments and suggestions from officers of all the State Departments of Education and from about 20 other experts in the field of education and school librarianship. This refining of the questionnaire took about three months. Approval to circulate this instrument to 1100 government secondary schools was eventually obtained from the six State Education Departments and from the officers responsible for the Territories. The questionnaires were mailed on September 1 with October 15 as the requested return date.

4. In the second area of activity, as was recommended in the first progress report, three post-graduates undertook in-depth studies. One of these, was the case studies of nine Brisbane State secondary schools by the Research Officer.

5. On 30th July, 1971, a brief second Progress Report was sent to the members of the Project Advisory Committee.

6. On October 20th 1971, a third, comprehensive Progress Report was submitted by the Research Officer to a full meeting of the Project Advisory Committee. That Report, the preparation of which was assisted by Professor Ernest Roe, described the progress to date, listed a few very preliminary findings and outlined in some detail the proposed plans for the second year of the project. The Committee, taking early findings into account, reviewed the research program and approved plans for the second year of the Project.

7. Preceding this, on the 11th of October, the Research Officer discussed the Research Project with the Commonwealth Committee at their Melbourne meeting.

Stage 3: (October, 1971 to March, 1972).

1. In November, follow-up letters were sent to the government schools which had not returned Questionnaire 1. The return date was extended to "the end of the year". This resulted in about a 10% increase in the total response.

   In January another follow-up letter and another copy of Questionnaire 1 were sent to 30 schools which, according to our records, had received new libraries but had not completed our questionnaire. Ten of these schools responded.

2. The Department of Education and Science sent on microfilm the responses to its questionnaire.

3. During November to February four students were employed to assist with the coding and key-punching of all the data from the National Survey 1971 of both government and non-government schools.

4. From the in-depth study of the nine Brisbane government schools in Stage 2, instruments and techniques were refined during this Stage for the in-depth study of selected schools in each State in Stage 4.

5. In December - January, the Research Officer visited Canada during his annual vacation. He observed several school library programs and several District Resource Centres in action, and spoke to over 40 people involved in all aspects of education and school librarianship. A report of this trip was submitted to the principal investigator.

6. On 2nd March, 1972, a fourth Progress Report was presented by the Research Officer to a full meeting of the Advisory Committee. This meeting discussed a detailed proposal for the intensive study of selected school library programs in all States in Stage 4.

Stage 4: (March to July, 1972).

1. Approximately 250 individuals, groups and associations were invited by letter (Appendix F) to submit briefs to this Project so that their opinions and recommendations could be taken into account. There were 40 responses and many are quite substantial. The list of those responding is given in Appendix F.

2. A similar invitation was extended to the 250 participants of the Australian School Library Association Conference III which was held in Brisbane in May, 1972. Because many of these people were secondary school teacher-librarians and had already answered questionnaires for us, only 20 responses were received.

3. Several Diploma of Education students undertook to analyse some aspects of the data collected by the National Survey Questionnaire 1.

4. A Location Skills Test of 80 items was adapted from Gaver's* and students in all secondary grades in four Brisbane schools were tested as a pilot study.

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* Gaver, Mary V. Effectiveness of Centralized Library Service in Elementary Schools. 2nd ed. New Jersey, Rutgers U.P., 1963.

5. In May, Mr. Robert Case from the School Library Manpower Project (funded by the Knapp Foundation) in the U.S.A. met briefly with the Project Advisory Committee.

6. In March, Professor Campbell met with the Commonwealth Committee to put the case for the extension of this Research Project. The case was also submitted to the Department of Education and Science and extension was subsequently granted.

7. The Research Officer made brief visits to a few selected schools in each State and intensive case studies of six school library programs, one in each State --- March to July, 1972.

   Approximately two weeks were spent in each State for observation, and to administer questionnaires and to interview principals, librarians, teachers and students with special reference to objectives, expectations, attitudes and opinions concerning the Commonwealth Libraries Program. It was expected that these visits and case studies of six school libraries would supplement the National Survey 1971 made a few months earlier and could also reveal changes which might have occurred since that time.

The selection of schools for visits and case studies was based on the following criteria:

1. recommendations from the State Supervisors of School Libraries;
2. recommendations from the Commonwealth Committee;
3. recommendations from the Project Advisory Committee;
4. recommendations from others, e.g. consultants, librarians, lecturers, associations, etc.;
5. past observations and publicity given to certain schools;
6. the extent to which some schools had already been overburdoned by inquisitive visitors;
7. by scanning the responses to National Survey Questionnaire 1.

Essentially, the six schools were selected for case studies because of some one or combination of features which indicated that there was something worth looking at.

Case Study Evaluation Procedures: Scope and Method

The general policy was to throw the net wide, then to pursue in depth what appeared to be key factors. Great emphasis was placed on the interview method to probe the reasons for certain behaviour patterns concerning school library usage. Three main questions were constantly kept in mind:

1. What changes in school organization, in curricula, in teaching and learning have occurred as a result of a new Commonwealth Library being established?

2. What is the impact of these changes on the quality of library usage in the school?

3. What is the impact of these changes on the quality of education the students are receiving?

The following measures were used to collect data for the six case studies (Appendix E).

1. Each member of the library staff was asked to keep a diary of his activities for a week.

2. Principals were interviewed to determine reasons behind the responses to the National Survey Questionnaire 1, to discover attitudes and opinions, to obtain leads to teachers and students in the school who exhibit "good" library usage, and to determine what changes within the school have come about as a result of the new Commonwealth Library being established.

3. The teacher-librarians (in-charge) were interviewed for the same reasons as principals.

4. Several teachers were interviewed, especially those recommended by the principal and librarian. An attempt was made in each case to obtain in the form of assignments, workbooks, etc. actual evidence of "new" developments, innovations, changes, which have come about as a result of having expanded library provisions. Teachers were asked to compare their present methods with those of previous years, and they were asked who initiated these changes.

5. A sampling of students was given a questionnaire which included questions on library facilities and services, location (library) skills, attitudinal questions, and general questions.

6. Several students were interviewed. Firstly, some students who exhibited great interest and superior skill in library usage were interviewed. Secondly, a sampling of students were interviewed at given times during the day and their library usage documented to give an idea of the quality of their library usage.

7. Senior and sub-senior students were observed and interviewed to attempt to gain information about the independent study program in the school.

8. An attempt was made to assess the role of the library and changes in the school in rather broad terms.

An entire week was spent in each school being studied. Arrangements were made during the previous week and at that time, also, staff were briefed on what was expected of them concerning diaries, questionnaires etc.

The schools which so kindly co-operated in the case studies were:

Corpus Christi Girls' College, Brisbane, Queensland.
Queanbeyan High School, Queanbeyan, New South Wales.
Essendon Technical School, Melbourne, Victoria.
Ogilvie Girls' High School, Hobart, Tasmania.
Mitchell Park Boys' Technical High School, Adelaide, South Australia.
Scarborough State High School, Perth, Western Australia.

Stage 5: (July to October, 1972).

1. All data were brought together, organized and listed from various aspects of the Project. Below is a detailed list of the data collected as was reported in the fifth Progress Report, August, 1972.

I. National Survey (1971):

A. "Questionnaire 1" (Government Schools)

No. sent 1101
No. responses 652 = 59.22%

B. Non-government schools

Responses to D.E.S. Questionnaire: 664 (86.23%)
Responses to C.S.S.L.R.P. Supplement: 649 (84%)

II. Follow-up state visits and case studies (3 April - 4 August, 1972):

A. State notes:- detailed notes exist on the visits to all six states. These notes include interviews with Education Department officers and other educators, observation and discussion with principals, library staff, teachers and students in over 50 schools.

B. Tape recordings: - some interviews with principals, teacher-librarians and students have been taped.

C. Photographs: in many schools and especially in schools where case studies were conducted, over 120 black-and-white photos and nearly 300 35 mm coloured slides were taken.

D. Case studies: 6 case studies have been conducted; one in each state. For each of these schools the following material has been collected.

1. from students:
   - (a) questionnaires (Appendix E) 200 to 325 per school. (Total about 1500).
   - (b) notes on interviews and library usage, (including tapes).
   - (c) productions - i.e. copies of assignment work.

2. from teachers:
   - (a) questionnaires (Appendix E) 10 to 30 per school. (Total about 128).
   - (b) notes on interviews and library usage.
   - (c) productions - i.e. copies of assignments.

3. from teacher-librarians and library staff:
   - (a) notes on interviews.
   - (b) diaries.

4. from principals:
   - (a) notes and tapes of interviews.
   - (b) general information about the school.

III. In depth studies:

A. Roy Lundin - 'A Study of the Influences of New Library Facilities and an Increase in Qualified Library Staff on School Library Usage.'

B. Pat Diamond - Independent study. 'The Relationship of Independent Study - Library Usage and Personality Characteristics to Pupil Outcomes in Grade 11 English.'

IV. Briefs:

A. 40 briefs from individuals, groups and associations.

B. 20 questionnaire responses from participants of the A.S.L.A. Conference III (Brisbane, May, 1971).

V. Collection of documents, newspaper and periodical articles (about 300 items):

A. Regarding the Commonwealth Secondary Schools Libraries Program.

B. Regarding school libraries in general.

VI. Other:

Over 20 surveys, studies, research papers, etc. from overseas and Australia.

2. Analysis of the data.

As mentioned previously, because of the different questionnaires used in the National Survey 1971, the data for government and non-government schools had to be processed separately.

National Survey, 1971:

(a) Tallies, histograms, totals, means and standard deviations for government and non-government schools, were obtained in order to establish National norms. These norms include schools with and without a Commonwealth Library.

(b) Relationships for government schools

- (i) Services and usage.
- (ii) Borrowing policies and usage.
- (iii) Bookstock to Commonwealth Standards.
- (iv) Library area to Commonwealth Standards.

(c) Responses from schools with Commonwealth Libraries in operation - totals, means and standard deviations with respect to facilities and usage. (Government and non-government schools).

(d) Teacher-librarian (in-charge) duties as a percentage of total time spent in the library (government and non-government schools).

(e) Teacher-librarians' satisfaction and dissatisfactions as revealed through comments to an open-ended question on usage in Questionnaire 1. (Government schools only).

(f) Library staff qualifications were tallied manually according to 24 categories. (Government schools only).

Teachers' Questionnaire (Appendix E):

(a) The last three pages were tallied concerning the extent to which teachers perceived change since the new library had been established.

(b) The preferred services (Question 19) and the factors inhibiting usage (Question 20) were tallied.

Student Questionnaire (Appendix E):

All responses were tallied and a X^2 value for each item was calculated to determine significance.

APPENDIX B.

Schools Visited by the Research Officer,
October, 1970 - October, 1972.

Schools Visited by the Research Officer, October, 1970 - October, 1972.

NEW SOUTH WALES

Chatswood High School, Sydney.

Cranbrook Church of England Boys' School, Sydney.

Danebank Church of England Girls' School, Hurstville.

Hurlstone Agricultural High School, Sydney.

Ibrox Park Boys' High School, Sydney.

Loreto Convent, Kirribilli.

Our Lady of Mercy College, Parramatta.

Patrician Brothers College, Fairfield.

Penshurst Girls' High School, Sydney.

Queanbeyan High School, Queanbeyan. (Case Study).

St. Patrick's Boys' College, Sydney.

St. Pius X College, Chatswood.

Sydney Church of England Girls' School, Darlinghurst.

Sydney Church of England Girls' School, North Ryde.

Waverley College, Sydney.

VICTORIA

Camberwell Grammar School, Canterbury.

Essendon Technical School, Essendon. (Case Study).

Glenroy Technical High School, Glenroy.

Glen Waverley High School, Glen Waverley.

Victoria (Contd.)

Haileybury College, Keysborough.

Huntingtower Christian Science School, Mt. Waverley.

Kilbreda Brigidine Convent, Mentone.

Macrobertson Girls' High School, Melbourne.

Melbourne Grammar School, South Yarra.

Mentone Girls' Grammar, Mentone.

Mentone Boys' Grammar School, Melbourne.

Nunawading High School, Forest Hill.

Pembroke High School, Mooroolbark.

St. Bede's College, Melbourne.

St. Catherine's School, Toorak.

QUEENSLAND

Aquinas College, Southport.

Aspley State High School, Aspley.

Brisbane Boys' Grammar School, Brisbane.

Brisbane Girls' Grammar School, Brisbane.

Brisbane State High School, South Brisbane.

Camp Hill State High School, Camp Hill.

Cavendish Road State High School, Holland Park.

Church of England Grammar School, East Brisbane.

Christian Brothers' College, Townsville.

Coorparoo State High School, Coorparoo.

Corinda State High School, Corinda.

Corpus Christi Girls' College, Nundah. (Case Study).

Queensland (contd.)

Everton Park State High School, Everton Park.

Heatley State High School, Townsville.

Hendra State High School, Hendra.

Inala State High School, Inala.

Marist Brothers' St. Mary's College, Ashgrove.

Miami State High School, Gold Coast.

Mitchelton State High School, Mitchelton.

Mt. Gravatt State High School, Mt. Gravatt.

Pine Rivers District State High School, Strathpine.

Pimlico State High School, Townsville.

Rockhampton Boys' Grammar School, Rockhampton.

Rockhampton State High School, Rockhampton

Salisbury State High School, Salisbury.

Sandgate District State High School, Deagon.

"Star of the Sea" High School, Southport.

Sunnybank State High School, Sunnybank.

St. Aidens Church of England Girls' School, Corinda.

St. Anne's Church of England Girls' School, Townsville.

St. Hilda's School, Southport.

St. Margaret Mary's College, Townsville.

St. Patrick's College, Townsville.

The Southport School, Southport.

Townsville Grammar School, Townsville.

Townsville State High School, Townsville.

Wavell State High School, Wavell Heights.

Yeronga State High School, Annerley.

SOUTH AUSTRALIA

Adelaide Technical High School, Glenunga.

Brighton High School, North Brighton.

Elizabeth High School, Elizabeth.

Mitchell Park Boys' Technical High School (Case Study).

Northfield High School, Northfield.

St. Michael's College, Henley Beach.

Victor Harbour High School, Victor Harbour.

Siena College, Findon.

WESTERN AUSTRALIA

Bunbury Senior High School, Bunbury.

Christ Church Grammar School, Claremont.

John Forrest Senior High School, Embleton.

Kent Street Senior High School, East Victoria Park.

Kwinana Senior High School, Medina.

Morley High School, Embleton.

Newton Moore High School, Bunbury.

Perth Modern Senior High School, Subiaco.

Scarborough Senior High School, Doubleview. (Case Study).

Scotch College, Swanbourne.

St. Joseph's Girls' School, Bunbury.

TASMANIA

Brooks High School, Launceston.

Elizabeth Matriculation College, Hobart.

The Friends' School, North Hobart.

Geilston Bay High School, Geilston Bay.

Launceston Matriculation College, Launceston.

New Town Boys' High School, New Town.

Ogilvie High School, New Town. (Case Study).

Scotch College, Launceston.

Warrane High School, Warrane.

A.C.T.

Campbell High School, Campbell.

Canberra Church of England Boys' Grammar School, Manuka.

Lyneham High School, Lyneham.

Watson High School, Watson.

CANADA

Abbotsford Junior Secondary School, Abbotsford.

Centennial School, Burquitlam.

Philip Sheffield Elementary School, Abbotsford.

Port Coquitlam Senior Secondary School, Port Coquitlam.

Port Moody Junior Secondary School, Port Moody.

Yale Junior Secondary School, Abbotsford.

APPENDIX C.

Questionnaire 1

(National Survey of Government Secondary Schools, 1971).

UNIVERSITY OF QUEENSLAND

Department of Education

COMMONWEALTH SECONDARY SCHOOL LIBRARIES RESEARCH PROJECT

QUESTIONNAIRE 1.

School Number

COMMONWEALTH SECONDARY SCHOOL LIBRARIES RESEARCH PROJECT

National Survey - 1971

The Commonwealth Government, through the Department of Education and Science, has asked the Queensland University Department of Education to examine the educational use of school libraries. The following questions are related to this study, and your co-operation in supplying the relevant information will be greatly appreciated.

The purpose of this questionnaire is to determine the existing state of secondary school library development throughout Australia in terms of resources, services and usage.

1. "Resources" is defined as school library facilities, staff and materials.

2. "Services" is defined as what the library and its staff are doing for students and teachers.

3. "Usage" is defined as what is actually being done in terms of the use made by students and teaching staff of library facilities, staff and materials.

4. The "library program" is defined in terms of usage and services, both of which are dependent on resources.

At this stage we are seeking information on the amount and types of services and usage. A measure of the quality of these will come later when it is intended that some schools will be visited to investigate the types and combinations of "services" and "usage" which contribute to pupil performance.

More specifically, it should be possible from this questionnaire to determine the relationship between the new Commonwealth libraries and the library programs (as defined above) which schools develop.

Please give an answer to each part of every question whenever it is possible to do so. Where exact numbers are not available, make as close an approximation as possible. Comments, reasons and explanations may be given whenever it is felt necessary. All information will be kept confidential and will be treated anonymously in any reports.

Please return this questionnaire in the enclosed Business Reply Envelope by 15th October, 1971.

Your kind and thoughtful assistance is of utmost importance. Thank you.

W. J. CAMPBELL

SECTION I: The School (General)

1. (a) Number of full-time teachers in the school .. .. ____________

   (b) Number of part-time teachers expressed in whole-time equivalents .. .. ____________

2. Total number of periods in the school week .. .. ____________

3. Total number of English classes in the school .. .. ____________

4. Total number of settings* in the school during one week according to the school timetable .. .. ____________
   (*For this purpose, a "setting" is defined as a class meeting of students for a specific subject, e.g. 7 Form I classes taking 10 subjects = 70 settings, similarly for each Form or Grade.)

5. School Library Budget (excluding library staff salaries and building costs).

Indicate Amount Received From:	1969			1970			1971		
	Books $	Audio-Visual Materials & Equipment $	Other (Periodicals, Repairs, etc.) $	Books $	Audio-Visual Materials & Equipment $	Other $	Books $	Audio-Visual Materials & Equipment $	Other $
Commonwealth Funds									
School and State Funds (including grants, subsidies, items issued, P.& C. etc.)									

SECTION II: Enrolments

		Number of Pupils at Present	Estimated Enrolments (To be completed only if significant changes expected)		
			1972 Total Pupils	1973 Total Pupils	1974 Total Pupils
Total Primary					
Secondary Year or Form	1				
	2				
	3				
	4				
	5				
	6				
Totals					

SECTION III: The Library Building

1. If you have a new Commonwealth library, please give date library began cperation .. .. ____________
   or
   date library is expected to begin operation.. .. .. ____________

2. If your existing library building/room(s) was not constructed under the Commonwealth Secondary School Libraries Program,
   (a) what was the year of construction .. .. .. ____________
   (b) briefly describe your present library stating whether it is specifically designed as a library (or is for example, a converted classroom, temporary building, hallway, etc.)

____

____

3. How centrally is your library located in relationship to the rest of the school?
(Tick one) ________ Central; ________ Somewhat central; ________ On the fringe.

4. Total internal area of the library is ________sq.ft.

5. Total seating capacity is ____________.

6. Number of individual study carrels (partitioned booths):
(a) wired for use of audio-visual materials .. .. ________
(b) plain (i.e. not wired) .. .. ________

7. Annexes (areas partitioned or semi-partitioned specifically for groups of 30+ within the library building):
(a) number .. .. .. ________
(b) seating capacity of each .. ________

8. Group seminar rooms (areas partitioned or semi-partitioned specifically for small groups within the library building):
(a) number .. .. .. ________
(b) seating capacity of each .. ________

9. If collections of library books are still permanently housed in other parts of the school, indicate the number of titles to nearest hundred in:
classrooms ________
staffrooms ________
elsewhere (give particulars) ________________

____

SECTION IV· Books and Non-Book Material

1. (a) Please show the number of library TITLES (excluding textbooks, class sets, etc.) in the library collection - count encyclopaedia sets, etc. as one title.
Number of titles (to nearest hundred):

	Total number in the school	How many of these were purchased with Commonwealth Funds?
Fiction	________	________
Non-fiction	________	________

2. Please indicate the approximate number of (each of) the following resources which are housed in your library:
Periodicals (Number of titles received) free:________ paid for: ________
Newspapers (Number of titles taken) ________
Charts ________
Pictures ________
Slides ________
Tapes (reel) ________
(cassettes) ________
Maps ________
Pamphlets ________
Filmstrips ________
Records ________
Other (please specify) ________________

SECTION V: Operation of the Library

1. (a) When is the library open to pupils (other than in school hours)?

	Length of time per day	Number of days per week
Before school commences		
Lunch hour		
After school		
Evening		

(b) When is the library open to pupils at other times? (Give details, e.g. weekends, vacations).

2. How is the library collection catalogued? (Circle "YES" or "NO")

	Books	A-V Materials	Other Materials
(a) Fully catalogued, classified and indexed	YES/NO	YES/NO	YES/NO
(b) Limited cataloguing; i.e. shelf list only, or author/title only, etc.	YES/NO	YES/NO	YES/NO
(c) No catalogue. Shelf arrangement is only means of location	YES/NO	YES/NO	YES/NO
(d) Other (please describe)	YES/NO	YES/NO	YES/NO

3. How is the collection organized? (Circle "YES" or "NO")

	Books	A-V Materials	Other Materials
Dewey	YES/NO	YES/NO	YES/NO
Sears	YES/NO	YES/NO	YES/NO
Library of Congress	YES/NO	YES/NO	YES/NO
State published schedules	YES/NO	YES/NO	YES/NO
Other (give particulars)	YES/NO	YES/NO	YES/NO

SECTION VI: Equipment

1. Please show below the equipment items held.

Equipment Item		Number held in library.	Number held elsewhere in the school.	Number purchased with financial assistance from Commonwealth Grant.
Tape recorders	reel			
	cassette			
Earphone sets				
Slide	viewers			
	projectors			
Typewriters				
Photocopier				
T.V. sets				
Movie projectors	8 mm			
	16 mm			
Other (Major items only)				

SECTION VII: Library Staffing

1. Please fill in the following particulars about each paid member of the library staff, including teachers assigned to library duty. Names are not required.

STAFF	QUALIFICATIONS						Position on Staff and Area of Major Responsibility, (e.g. Assistant Librarian, Audio-Visual Co-ordinator, etc.)	Total hours per week
	Teacher Training	Degree	Years of Teaching Experience	Amount and Type of Librarianship Training (e.g. 1 yr. RMIT; LAA registration, etc.)	Years of Library Experience	Other Training and/or Experience (e.g. Secretarial)		
1. (Person-in-charge)	YES/NO							
2.	YES/NO							
3.	YES/NO							
4.	YES/NO							
5.	YES/NO							

2. Voluntary Staff.

	Number	Total number of hours per week
Adult		
Student		

3. Please give the following particulars of the duties of the school librarian (or person in charge) during a typical week.

(a) Number of hours spent working with teachers in selection of library materials and in the planning of courses and lessons .. .. ________

(b) Number of hours spent working with students and teachers in the library giving guidance and instruction in the use of library materials .. .. ________

(c) Number of hours spent on cataloguing and other routine duties .. .. .. ________

(d) Number of hours spent on producing materials, lists, etc. for students and teachers .. .. ________

(e) Number of hours spent on non-library duties (e.g. subject teaching).. .. .. ________

(f) Other (give particulars)

____ .. ________

4. Library Committee.

(a) Is there a library committee? .. .. .. YES/NO

(b) If so, who makes up this committee (i.e. number of teachers, parents, students, etc.)?

____

(c) If there is a committee, briefly describe its functions with regard to budget, library policy, day-to-day administration of the library, etc.

____

____

SECTION VIII: Use of the Library

The statistics requested in this section should be based on a typical week of library use at present. If you are in the midst of shifting to a new location, base the information on previous conditions. Please write "NA" if a question is Not Applicable to your situation at present.

1. Student Borrowing.

Please indicate the extent to which students have borrowed material for home use during this typical week.

	Number of Students who borrowed at least one item during the week	Number of Items Borrowed from the Library During the Week						Total Items Borrowed
		Fiction	Non-Fiction	Other Print	Audio-Visual Materials	Audio-Visual Equipment	Other	
TOTALS								

2. Student Borrowing Policy.

(a)

Item	Can be Borrowed by Students			
	For Library Use	For Classroom Use	For Home Use	
			How Many at One Time?	For How Long?
Books, Fiction	YES/NO	YES/NO		
Books, Non-Fiction	YES/NO	YES/NO		
Reference Books	YES/NO	YES/NO		
Periodicals	YES/NO	YES/NO		
Other Print Materials	YES/NO	YES/NO		
A-V Materials	YES/NO	YES/NO		
A-V Equipment	YES/NO	YES/NO		
Other (give particulars)	YES/NO	YES/NO		

(b) Please provide any additional information on loan policies related to students not included above (e.g. reserve policy, vacation borrowing, etc.)

____

____

3. Student Use of Library.

(a) During the week, what has been the daily average number of students occupying the library at the following times:

Before school __________ After school __________

Lunch time __________ Evening __________

(b) Please adapt and fill in the following timetable form to show the actual use of the library during the typical week.

Show the Grade or Form, subject, number of students in the class or group, the type of activity in each case, and tick (✓) if the class was accompanied by the regular subject teacher.

Also indicate the number of individual students using the library.

Use the following code to indicate the type of library usage.

A. Library use requiring students to search individually for information for the preparation of research project, solution to problems, debates, projects, etc.
B. Fact finding for brief answers to set questions.
C. Lessons on library use including use of the catalogue, reference books and other library materials and equipment.
D. Free reading or browsing.
E. Small group activities (up to 15 students) including discussion, instruction or production work requiring use of library resources and/or equipment.
F. Large group activities (over 50 students) including film presentations, lectures, etc. requiring use of library resources and/or equipment.
G. Other activities such as meetings, instruction, homework, etc. which do not necessarily require the use of library resources.
H. Other (please give particulars) ______________________________

____

Example:

Period	Monday					Tuesday				
	Class	Subject	No.	Act.	T.	Class	Subject	No.	Act	T
1	8A	Hist	35	E	✓					
	10B	Eng	26	A,D	✓		etc.			
	Individuals		10	A						
2	8C	Eng	37	C,D	✓					
	11B	Hist	19	E			etc.			
	9A, B	Phys.Ed.	83	F	✓✓					

If your library has a written timetable, please attach a copy of it as well as using this form.

PERIOD	MONDAY					TUESDAY					WEDNESDAY					THURSDAY					FRIDAY				
	Class	Subject	No.	Act.	T.	Class	Subject	No.	Act.	T.	Class	Subject	No.	Act.	T.	Class	Subject	No.	Act.	T.	Class	Subject	No.	Act.	T.
1																									
2																									
3																									
4																									
5																									
6																									
7																									
8																									

4. Library Timetabling and Scheduling.

(a) Number of class periods* in a typical week firmly committed on a regular basis and officially timetabled for library use .. .. .. __________

(b) Number of class periods* in a typical week spent by classes in the library by arrangement between the teacher and librarian .. .. .. __________

(* Count each class as one; e.g. if 3 classes are in the library simultaneously enter as 3 class periods spent in the library.)

5. Teacher Borrowing.

Number of teachers who borrowed at least one item during the week	Number of items they borrowed for classroom use	Number of items they borrowed for other use	Number of Items Borrowed from the Library During the Week by Teachers					
			Fiction	Non-Fiction	Audio-Visual Materials	Audio-Visual Equipment	Other	Total Items Borrowed

6. Teacher Borrowing Policy.

Item	Can be Borrowed by Teachers			
	For Library Use	For Classroom Use	For Home Use	
			How Many at One Time?	For How Long?
Books, Fiction	YES/NO	YES/NO		
Books, Non-Fiction	YES/NO	YES/NO		
Reference Books	YES/NO	YES/NO		
Periodicals	YES/NO	YES/NO		
Other Print Materials	YES/NO	YES/NO		
A-V Materials	YES/NO	YES/NO		
A-V Equipment	YES/NO	YES/NO		
Other (Give particulars)	YES/NO	YES/NO		
	YES/NO	YES/NO		

7. Teacher Use of Library.

(a) Total number of teachers who actually made at least one voluntary appearance (without a class) in the library during the week .. .. .. __________

(b) Total number of teachers who used the library and/or resources for lesson preparation during the week .. .. __________

(c) Total number of teachers who discussed availability and use of library materials with the school librarian at least once during the week .. .. __________

(d) Total number of bulk (or block) loans made to classrooms during the week .. .. __________

8. General comments about use made of the library and its resources.

____

____

____

ECTION IX: Services

	Is this service provided?		About how frequently is this service performed?					
	yes	no	Daily	Weekly	Fortnightly	Monthly	Once a term	Yearly
A. Services to teaching staff								
1. A library handbook is available for the school staff								
2. A checklist of services offered is distributed to staff								
3. Notification is given to all staff about new library services								
4. Orientation is given to new staff about library services								
5. Teachers are systematically informed about new materials								
6. A professional collection ("teachers' reference) is maintained in the library								
7. Facilities are available for the production of simple and inexpensive instructional materials								
8. The librarian attends subject meetings								
9. The librarian provides statistics on library use and indicates areas of the collection and services which need to be improved								
10. The librarian consults with the staff about: The library collection								
Library services								
Library resources for teaching units								
11. The librarian provides opportunities for staff participation in book selection by: Having book displays by publishers, and booksellers								
Sharing indexes, publishers' catalogues, etc.								
Having a written materials selection policy								
Providing forms for recommending materials								
12. Student instruction in the use of library tools (catalogues, indexes, etc.) is integrated with: English classes								
Science classes								
Mathematics classes								
Foreign language classes								
History classes								
Geography, Social Studies classes								
Others								
13. Teachers are given assistance in the development of student reading lists for units of study								
14. Bibliographies are prepared for teachers								
15. The librarian assembles collections of materials for teachers to use in the classroom								

	Is this service provided?		About how frequently is this service performed?					
	yes	no	Daily	Weekly	Fortnightly	Monthly	Once a term	Yearly
16. Audio-visual materials (e.g. tapes, transparencies, etc.) are prepared for teachers by the library staff								
17. Forms for giving the library advanced notice of class assignments are provided for teacher use								
B. Services to Students 18. A library handbook is available for the students								
19. Library orientation is given to new students (including 1st year students each year)								
20. Field trips are arranged to other libraries								
21. The use of reference books and library tools (catalogues, indexes, etc.) is taught to: Individual students								
Small groups of students								
Classes								
22. Bulletin boards and displays are: In the library								
Throughout the school								
23. Individual help is given students through: Conferences with individuals								
Individualized materials lists								
Assistance in the selection of materials								
Assistance in the location of materials								
Conferences with teachers on individual reading needs of students								
Referral of students with problems								
Maintenance of student interest files								
Maintenance of reading records for individuals								
Recommendation of materials to be used with individuals in remedial programs								
24. The school newspaper publicizes: School library activity								
Public library activities								
New books (book reviews)								
25. School and public librarians consult each other								
26. Special activities are arranged to mark: Book Week, Education Week, etc.								
C. Miscellaneous Services 27. The librarian sponsors a student librarians' group								
28. Inter-library loans: For teachers								
For students								
29. The librarian or audio-visual specialist orders audio-visual materials which are rented or borrowed								
30. Please list any other services which were not included in the above checklist but which you offer								

APPENDIX D.

Questionnaire and Supplement, Commonwealth Department of Education and Science (used in the National Survey 1971 of non-Government Secondary Schools).

TO BE COMPLETED AND RETURNED BY 30 JUNE 1971

COMMONWEALTH SECONDARY SCHOOLS LIBRARIES PROGRAM

QUESTIONNAIRE

Please note:

1. All independent schools with secondary classes, irrespective of whether or not they have already receive a grant under the Commonwealth Secondary Schools Libraries Program, should complete this questionnaire if they wish to be considered for Commonwealth financial assistance for their library needs.
2. Return of the completed questionnaire constitutes an application for assistance under the Commonweal Secondary Schools Libraries Program.
3. One copy of the completed questionnaire should be retained by the school. The other completed copy should be sent in the enclosed envelope to:

The Secretary,
Department of Education and Science,
P.O. Box 826,
CANBERRA CITY. A.C.T. 2601.

COMMONWEALTH SECONDARY SCHOOLS LIBRARIES PROGRAM

SECTION A - GENERAL

ame of School

ddress
(Street) (City) (State)
Postcode

ost Office Box Number (if applicable)
(Number) (Post Office)
Postcode

elephone No.
Denomination (if any)

ame of controlling authority for school

ame of principal
Designation (e.g. Headmaster, Principal, Rector etc.)

SECTION B - SCHOOL ENROLMENTS

Grade	Actual Enrolments as at commencement of Second Term 1971	Estimated Enrolments (To be completed only if significant changes expected)		
		1972	1973	1974
	Pupils	Pupils	Pupils	Pupils
otal Primary		...	...	...
econdary: Year 1				
2				
3				
4				
5				
(if applicable) 6				
otal Secondary				

SECTION C - THE LIBRARY BUILDING

(Complete Part I or Part II as applicable)

art I

Complete this part only where construction of a new library building (or extension) at your school as been completed, or has commenced or will commence before 31 December 1971, to plans which have already been pproved by the Minister for Education and Science.

as the library constructed (or will construction commence before 31 December 1971)

1. With financial assistance provided under the Commonwealth Secondary Schools Libraries Program? ☐ Yes ☐ No

2. In anticipation of a future Commonwealth Grant? ☐ Yes ☐ No

Complete this section only where your existing library building/room(s) was constructed without financial assistance from the Commonwealth Government.

1. What was the year of construction of your present library building/room(s) Year ________

2. Briefly describe your present library, stating whether it is specifically designed as a library (or is it for example, a converted classroom, temporary building, hallway?)

____

____

____

____

3. If you have a separate library, what is the total internal library area? ________ Sq. feet

4. Are collection of library books permanently housed in

Classrooms ☐ Yes ☐ No

Offices ☐ Yes ☐ No

Storerooms ☐ Yes ☐ No

Passages ☐ Yes ☐ No

Other (please specify) ______________________________

____

____

5. Has any specific planning for new library facilities taken place? If so give details

____

____

____

____

FOR DEPARTMENTAL USE ONLY

	Adjusted Secondary Enrolment	Area Entitlement	Actual Area	Excess	Grant Entitlement	Amount Paid	Balance
Previous figures							
1971 figures							

SECTION D - FURNITURE AND LIBRARY EQUIPMENT

Please show below the furniture and library equipment held in your library area. (Do not include furniture and equipment items normally held in classrooms, teachers' studies/offices, audio-visual rooms, language laboratories, storerooms etc.).

1. Shelving - length of usable space.

(a) held in library ________ linear feet

(b) purchased with financial assistance provided under the Commonwealth Libraries Program ________ linear feet

(c) purchased since 14 August 1968 from own resources ________ linear feet

Please state the length of shelving which is -

fixed ________ linear feet

free standing ________ linear feet

2. Other items of furniture and equipment

Office Use Only (L.P.)		Furniture or equipment item	Number held in library (show 'NIL' if you do not have an item)	Number purchased with financial assistance provided under the Commonwealth Libraries Program	Number purchased since 14 August 1968 from schools own resources
Number	$				
		FURNITURE			
---	---	Large tables (no. of seating places)	----------	----------	----------
---	---	Carrels	----------	----------	----------
---	---	Individual study tables	----------	----------	----------
---	---	Teachers tables	----------	----------	----------
---	---	Chairs	----------	----------	----------
---	---	Lounge chairs	----------	----------	----------
---	---	Book trolleys	----------	----------	----------
---	---	Map storage cabinets	----------	----------	----------
---	---	Periodical stands	----------	----------	----------
---	---	Multiple drawer vertical filing cabinets	----------	----------	----------
---	---	Catalogue cabinets (No. of drawers)	----------	----------	----------
---	---	Audio-visual storage units	----------	----------	----------
---	---	Other (major items only):-	----------	----------	----------
---	---		----------	----------	----------
---	---		----------	----------	----------
---	---		----------	----------	----------
---	---				
		EQUIPMENT			
---	---	Tape recorders	----------	----------	----------
---	---	Earphone sets	----------	----------	----------
---	---	Record players	----------	----------	----------
---	---	Slide viewers	----------	----------	----------
---	---	Hand viewers	----------	----------	----------
---	---	Typewriters	----------	----------	----------
---	---	Other (major items only):-	----------	----------	----------
---	---		----------	----------	----------
---	---		----------	----------	----------
---	---		----------	----------	----------

3. Please show the number of the following equipment items normally held in classrooms, audio-visual rooms or language laboratories.

Equipment item	Number held
Tape recorders	________
Earphone sets	________
Record players	________
Slide viewers	________
Audio-visual carrels	________
Other (major items only):	________
	________
	________

SECTION F - BOOKS AND NON-BOOK MATERIALS

1. Please show the number of library TITLES (excluding textbook sets) in the library collection. Count encyclopaedia sets etc. as one title.

Number of titles (to nearest hundred)

Fiction ________ Number

Non-Fiction ________ Number

2. How many of the above titles were purchased with financial assistance provided under the Commonwealth Libraries Program?

________ Number

3. How many of the above titles have been purchased since 14 August 1968 from your own funds (including funds supplied by Parents organisations but excluding funds supplied by your State or other sources outside your school)?

Fiction ________ Number

Non-Fiction ________ Number

OFFICE USE ONLY	
Number	$
Fiction Non-Fiction	Fiction Non-Fiction

4. Does your library have the following resources?
(please tick appropriate boxes)

Periodicals	☐	Number of titles taken	________
Newspapers	☐	Number of titles taken	________
Charts	☐		
Illustrative matter	☐		
Pamphlets	☐		
Filmstrip	☐	Number held	________
Tape recordings	☐	Number held	________
Records	☐	Number held	________

(Please note that no financial assistance for the above items is available under the Commonwealth Libraries Program. The information is being sought in order to assess the stage of development of school libraries).

SECTION G - LIBRARY OPERATIONS

1. When is the library open to pupils (other than in school hours)?

	Length of time	No. of days per week
Before school commences		
Lunch hour		
After school		

Other times (give details e.g. weekends, vacations):

____

____

____

2. What type of record of stock is maintained?

Full dictionary catalogue ☐ Yes ☐ No

Author catalogue only ☐ Yes ☐ No

Author and subject catalogue ☐ Yes ☐ No

Classified catalogue ☐ Yes ☐ No

Shelf list catalogue ☐ Yes ☐ No

SECTION H - LIBRARY STAFFING

Where your school has a person regarded as the school librarian, please answer Part I. Where there is no school librarian, please answer Part II.

Part I

1. Name of librarian ____

2. Full-time or part-time ____________________________________

3. Library qualification (give details of course) ________________________

____

4. Other qualifications, including number of years teaching experience, if applicable

____

____

5. Particulars of school librarian's duties during the week this questionnaire is completed:

Number of hours spent:-

(a) Working with teachers in the selection of library materials and in the planning of courses and lessons

________ hours

(b) Working with students and teachers in the library giving guidance in the use of library materials

________ hours

(c) Cataloguing and other routine duties

________ hours

(d) Non-library duties ________ hours

(e) Other (give particulars) ________________________________

____

6. Number of supporting library staff (such as Library Assistants, Clerical Assistants) ___

Part II

Please indicate who is responsible for the library and who undertakes cataloguing and other library duties (for example, a teacher with assistance of parents, mothers' club, etc.)

SECTION I - ADDITIONAL COMMENTS BY SCHOOL

(Please insert here any comments you may wish to make).

Signature and position held by person completing this questionnaire.

Date

SUPPLEMENT

COMMONWEALTH SECONDARY SCHOOLS LIBRARIES PROGRAM

QUESTIONNAIRE

The Commonwealth Government, through the Department of Education and Science, has asked the Queensland University Department of Education to examine the educational use of school libraries. The following questions are related to this study, and your co-operation in supplying the relevent information will be greatly appreciated.

NAME OF SCHOOL ______________________________

ADDRESS ______________________________

____

NUMBER OF FULL-TIME TEACHERS IN THE SCHOOL ______________________________

TOTAL NUMBER OF PERIODS IN THE SCHOOL WEEK ______________________________

The statistics requested in this section should be based on *a typical week* of library use at present. If you are in the midst of shifting to a new location, base the information on previous conditions. Please write "NA" if a question is Not Applicable to your situation at present.

1. **Student Borrowing**

Please indicate the extent to which students have borrowed material during this typical week.

Year or Form	Number of students who borrowed at least one item during the week	Number of Items Borrowed During the Week						Total Items Borrowed
		Fiction	Non-Fiction	Other Print	Audio-Visual Materials (whether housed in library or not)	Audio-Visual Equipment (whether housed in library or not)	Other	
1								
2								
3								
4								
5								
6 (if applicable)								
Totals								

2. Student Borrowing Policy

(a) Item	Can be Borrowed and Taken Away	How Many at One Time?	For How Long?
Books, Fiction	YES/NO	______	______
Books, Non-fiction	YES/NO	______	______
Other Print Materials	YES/NO	______	______
A-V Materials	YES/NO	______	______
A-V Equipment	YES/NO	______	______
Other (give particulars)			
______	YES/NO	______	______
______	YES/NO	______	______

(b) Provide any additional information on loan policies related to students not included above (e.g. reserve policy, reference loan policy, etc.)

______

______

______

3. Student Use of Library

(a) During the week, what has been the *daily average number* of students occupying the library at the following times:

Before school ______
Lunch time ______
After school ______
Evening ______

(b) Total number of English classes in the school ______

(c) Total number of academic settings * in the school during one week according to the school timetable

______

(*For this purpose, a "setting" is defined as a class meeting of students for a specific subject, and "academic" excludes subjects such as Physical Education, Manual Training, Home Science, Art, Music, Typing, Shorthand, etc., e.g. 7 Form I classes taking 6 academic subjects = 42 academic settings; similarly for each Form or Grade.)

(d) Number of classes the library can accommodate simultaneously ____________________

(e) Please adapt and fill in the following timetable form to show the actual use of the library during the typical week.

Show the Grade or Form, subject, number of students in the class or group, the type of activity in each case, and tick (✓) if the class was accompanied by the regular subject teacher.

Also indicate the number of individual students using the library.

Use the following code to indicate the type of library usage:

A. Library use requiring students to search individually for information for the preparation of research projects, solution to problems, debates, projects, etc.

B. Fact finding for brief answers to set questions.

C. Lessons on library use including use of the catalogue, reference books and other library materials and equipment.

D. Free reading or browsing.

E. Small group activities (up to 15 students) including discussion, instruction or production work requiring use of library resources and/or equipment.

F. Large group activities (over 50 students) including film presentations, lectures, etc. requiring use of library resources and/or equipment.

G. Other activities such as meetings, instruction, homework, etc. which do not necessarily require the use of library resources.

H. Other (please give particulars) ____________________

____

Example:

Period	Monday					Tuesday				
	Class	Subject	No.	Act.	T.	Class	Subject	No.	Act.	T.
1	8A	His.	35	E	✓					
	10B	Eng.	26	A.D	✓		etc.			
	Individuals		10	A						
2	8C	Eng.	37	C.D	✓					
	11B	Hist.	19	E			etc.			
	9A. B	Phys.Ed.	83	F	✓ ✓					

PERIO	MONDAY					TUESDAY					WEDNESDAY					THURSDAY					FRIDAY				
	Class	Subject	No.	Act.	T.	Class	Subject	No.	Act.	T.	Class	Subject	No.	Act.	T.	Class	Subject	No.	Act.	T.	Class	Subject	No.	Act.	T.
1																									
2																									
3																									
4																									
5																									
6																									
7																									
8																									

4. Library Timetabling and Scheduling

(a) Number of class periods * in a typical week firmly committed on a regular basis and officially timetabled for library use __________

(b) Number of class periods * in a typical week spent by classes in the library by arrangement between the teacher and the librarian __________

(*Count each class as one; e.g. if 3 classes are in the library simultaneously enter as 3 class periods spent in the library.)

5. Teacher Borrowing

Number of teachers who borrowed at least one item during the week	Number who borrowed for class-room use	Number who borrowed for other use	Number of Items Borrowed During the Week					
			Fiction	Non-Fiction	Audio-Visual Materials (whether housed in library or not)	Audio-Visual Equipment (whether housed in library or not)	Other	Total Items Borrowed

6. Teacher Borrowing Policy

Describe briefly the loan policies relating to teachers (e.g. number of items, for how long, etc.)

____

____

____

____

Teacher Use of Library

a) Total number of teachers who actually made at least one voluntary appearance (without a class) in the library during the week. ____________

b) Total number of teachers who used the library and/or resources for lesson preparation during the week.

____

c) Total number of teachers who discussed availability and use of library materials with the school librarian at least once during the week. ____________

d) Total number of bulk (or block) loans made to classrooms during the week.

____

General comments about use made of the library and its resources.

____

____

____

____

APPENDIX E.

Case Study Questionnaires and Interview Schedules:

1. Diary Form for Library Staff.

2. Principal Interview Schedule.

3. Teacher-librarian Interview Schedule.

4. Teacher Interview Schedule.

5. Teacher Questionnaire.

6. Questionnaire for a Sample of the Student Body.

1.

BACKGROUND INFORMATION ABOUT LIBRARY STAFF

1. Name ______________________________

2. School ______________________________

3. Teacher training YES/NO
   - (a) Institution ______________________________
   - (b) Classification ______________________________
   - (c) Number of years teaching experience (excluding full-time library work) ______________

4. University attended
   - (a) Major subjects ______________________________
   - (b) Degree(s) ______________________________

5. Librarianship training YES/NO
   - (a) Institution ______________________________
   - (b) Number of hours ______________________________
   - (c) Number of L.A.A. registration /papers completed ______________________________
   - (d) Number of hours attending seminars ______________
   - (e) Number of years (including this year):
     - in school libraries ______________
     - in other libraries ______________

6. List present studies
   - in education ______________________________
   - in librarianship ______________________________

7. Other training ______________________________

8. Position on this library staff ______________________________

DAILY RECORD OF ACTIVITIES

Day of the week ____________

TIME period beginning	ACTIVITY	Activity Initiated By Whom?

2.

Information to be obtained from interview with the school principal.

1. What changes have been made in school organization as a result of the new Commonwealth library?
2. What changes have been made in the curriculum as a result?
3. To what extent do the teachers use the library the way you would like them to?
4. What teachers use it "best"? (Criteria; reasons; evidence.)
5. What is the library's impact on the education of the students? Evidence - (How would you determine this?)
6. To what extent is the librarian working in co-operation with the teachers? And what should be the role of the librarian?
7. Is the library favouring certain pupils, teachers or subject groups? Which groups?
8. What, if any, financial difficulties have you had regarding the library?
9. What is good about the library, i.e. what are its strengths?
10. What are the weaknesses of the library program?
11. To what extent is the library "the heart of the school"?
12. What do you see as the principal's role in the school library program.
13. What plans are there for the future?
14. Comment on the role of the state school library service.
15. What is your personal reaction to the Commonwealth Libraries Program?
16. What recommendations would you like to see made to the Commonwealth Government regarding the library grant?

3.

Information to be obtained from interview with the school librarian. (Adapted from Lucille Wert, "Library Education and High School Library Services - Final Report". U.S. Department of Health, Education and Welfare, Office of Education, Bureau of Research, Washington, D.C. 1969).

A. The school librarian's role on any of the school's curriculum committees.

B. Any other school committees on which the school librarian serves.

C. Student organizations which the school librarian sponsors or advises.

D. Ways in which the school librarian works with teachers to help students. (Teacher and librarian co-operation).

E. Ways in which the school librarian uses volunteer student and parent help to carry out library services.

F. A complete list of services offered by the school library and staff.

G. Proportion of the school librarian's time spent in performing various services and tasks.

H. Additional information on reader services:

1. Which of the services were part of the library program before the librarian came to the school?

2. Which of the services were part of the library program before the school received a new Commonwealth library?

3. Which services have been added to the program
   (a) because of new facilities;
   (b) because of increased staff?

4. Have any services been dropped? Why?

5. Has any study been done by the school librarian to evaluate the services now in the program?

6. Which of the following sources of information has the school librarian used to develop new services added to the library program? (Arrange these in order of importance to the school librarian.)

   Observed reader services being offered in other high school libraries.

   Professional reading.

   Courses in librarianship.

   Seminars and conferences.

   Original idea.

   Other.

7. Which of the reader services does the librarian consider to be the most important?

8. Of the reader services not offered in the library program, what are the major reasons for not providing them? (Arrange these in order of importance.)

   Lack of time on part of librarian (or lack of staff);

   Lack of funds;

   Lack of facilities; what facilities;

   Need for more background information about procedures to use in developing services;

   No demand for services by students and teachers;

   Other.

I. School librarian's course work in library science:

   1. List of courses, seminars, etc. taken by the school librarian.

   2. Arrange these in order of importance to the school librarian in his work.

   3. Suggestion of course work which the school librarian did not have but believes would be useful in his work.

J. Supporting staff:

   1. School librarian's views on his role as person-in-charge.

   2. The number of kinds of support staff the school librarian believes to be necessary to carry out an adequate program in that school.

K. Professional organizations to which the school librarian belongs.

L. The school librarian's definition of the role or function of the school library in the total school program.

M. General reaction to Commonwealth Secondary School Libraries Program:

   1. Personal reaction of school librarian.

   2. Noted reactions by students, teachers and principal.

   3. Major facilitators and/or inhibitors to the library program's development.

   4. Major changes in school program precipitated by the new Commonwealth library.

   5. Recommendations you would like to see made to the Commonwealth Government concerning the grant for school libraries.

N. Future plans of library program.

4.

Information to be obtained from interviews with teachers.

Subject Field ____________________

1. What changes have occurred in your teaching methods since the establishment of the Commonwealth library? Evidence

2. Have you taught in a school with little or no library provisions? What differences are there?

3. How much time per week do you spend working in the library without a class?

4. What consideration do you give to library print materials:
   (a) in planning units of work?
   (b) in constructing assignments?
   (c) in evaluation (examination) of students' work?
   Evidence

5. What consideration do you give to audio-visual materials:
   (a) in planning units of work?
   (b) in constructing assignments?
   (c) in evaluation (examination) of students' work?
   Evidence

6. To what extent do you consider inquiry skills (location/library skills
   (a) in planning?
   (b) in constructing assignments?
   (c) in evaluation?
   Evidence

7. To what extent are you involved in the selection of materials for the library?

8. Do you produce materials which are eventually housed in the library?

9. How would you evaluate the resources - quantity and quality - in your subject area in relation to the demands placed on them?

10. How would you assess the effectiveness of the school librarian in terms of qualifications, service, co-operation with teachers?

11. What do you think is the role of the school librarian?

12. What services do you find most valuable?

13. What services would you expect from the library but are not receiving? Reasons.

14. What inhibits you from using the library, its resources and services more than you do.

15. How would you assess your teacher-training in terms of preparing you for the use of libraries and media?

16. What is your personal reaction to the Commonwealth Libraries Program?

17. What recommendations would you like to see made to the Commonwealth Government concerning the grant for school libraries?

TELEPHONE: 71 137

University of Queensland
DEPARTMENT OF EDUCATION
ST. LUCIA, QUEENSLAND, 4067

5.

COMMONWEALTH SECONDARY SCHOOL LIBRARIES RESEARCH PROJECT

Dear Teacher,

At the request of the Commonwealth Department of Education and Science, the Education Department at the University of Queensla agreed to undertake a study of the impact of new library facilities on secondary education.

To supplement a National Survey done in 1971 we are conducting a small number of case studies of school library program in action. To make such case studies meaningful we need to know the actions, reactions and opinions of the people directly involved in using the school library every day.

We would, therefore, very much appreciate it if you could take a few minutes from your busy teaching schedule to complete the accompanying questionnaire. Your help will contribute not only to the body of knowledge about school libraries but also to the whole teaching profession.

Thank you.

Yours truly,

Roy Lundin

Roy Lundin,
Project Research Officer,
Commonwealth Secondary School
Libraries Research Project.

TEACHERS' QUESTIONNAIRE

Below is a questionnaire related to your library use and the amount of library use you require of your students. This information is needed for the study of the library services offered by your school library and staff.

1.

Subjects you teach:				
Grade levels you teach:				
Is a textbook used?	YES/NO	YES/NO	YES/NO	YES/NO
Number of classes you teach in each subject				

2. Estimate the frequency with which you give assignments requiring students to use the library.

Subject and Class	Number of assignments per term requiring use of library resources

3. Are major term reports, papers or projects based on library research required of students in any of your classes?

Subject and Class	
	YES/NO
	YES/NO
	YES/NO
	YES/NO
	YES/NO

4. How much of term or yearly examinations do you base on students' knowledge and methods of library work?

Subject and Class	% of exam

5. How many books do you require students to read a year (excluding textbooks and books read for assignments, term papers, etc.)?

Subject and Class	None	1-3	4-6	7-9	10+

6. Do you take classes to the library? YES/NO

7. Do you send classes to the library? YES/NO

8. Do you allow individual students to spend class time in the library? YES/NO

9. If the answer to No. 8 is 'YES', please indicate the reasons for doing so:

_____ Instruction in the use of library tools in your subject area
_____ Research on materials for assigned papers or reports, etc.
_____ Groups or individuals working on special class projects.
_____ Independent study.
_____ Other (please indicate) ______________________________

0. How often do you use the library for materials in preparation for classes? (Write in classes for which you use the library and then place an "X" in the appropriate column).

Subject & Class	Daily	Weekly	F'nightly	Monthly	Once a term	Never

1. How often do you use the school library for your personal study or reading?

Daily	Weekly	Fortnightly	Monthly	Once a term	Never

2. How often do you consult with your school librarian when planning new units of study for each subject you teach? (Write in the classes for which you consult the librarian and then place an "X" in the appropriate column).

Subject and Class	Always	Occasionally	Seldom	Never

3. Do you have a collection of supplementary books and materials in your classroom or staffroom for students to use?

YES/NO

If so, how many? ______________________________

14. If so, is this collection borrowed from the school library?
YES/NO

15. How often is this collection changed?

____

16. How frequently do you use the following audio-visual materials in your classroom? (Instead of ticks, please write in the classes in which you use them).

Medium	Daily	Weekly	F'nightly	Monthly	Once a Term	Once a Year	Never
Radio							
T.V.							
Films							
Filmstrips							
Recordings							
Tapes							
Pictures							
Maps							
Other (Indicate)							

7. Please tick the category which best describes the number of titles of books and items of audio-visual materials you recommended for purchase by the school library so far this year.

	None	1-5	6-10	11-15	16-20	21-25	25+
Books							
Audio-visual Materials							

8. Which of the following selection aids did you use in recommending books for purchase by the school library? (Please tick).

_____ Lists from School Library Service
_____ Booksellers' Lists
_____ Publishers' Catalogues
_____ Bookshops
_____ Book displays at the school
_____ References in texts, syllabuses, etc.
_____ Other (please specify) ______________________________

9. Please list the most helpful services extended to you by your school library staff.

____

____

____

0. What factors inhibit your using the library and its resources more than you already do?

____

____

____

PERSONAL DATA QUESTIONNAIRE

1. Status: (Tick (✓) as appropriate)

Male	
Female	

2. Marital Status: (Tick (✓) as appropriate)

Married	
Single	
Other	

3. Age: (Tick (✓) appropriate box)

less than 20	
20 - 29	
30 - 39	
40 - 49	
50 or over	

4. Present Position: (Tick (✓) appropriate box)

Principal	
Deputy Principal	
Principal Mistress	
Subject Master/Mistress	
Teacher	

5. Qualifications:

(a) Details of university qualifications held. Enter title of the qualification in the appropriate box. "Mainly" means at least half of the course leading to the award of the qualification. In the column headed "Units towards a degree", enter the number of units in the appropriate row.

TYPE OF COURSE	TITLE OF QUALIFICATION			UNITS TOWARDS A DEGREE
	DEGREE	DIPLOMA	CERTIFICATE	
wholly or mainly full-time				
wholly or mainly part-time evening				
wholly or mainly external				

(b) Details of Teachers' College qualifications held - Tick (✓) the appropriate space:

1 year college certificate ______
2 year college certificate ______
2 year combined college/ university certificate ______
other (please specify)

____

(c) Details of other qualifications held and not entered above (e.g. Q.I.T. diploma) - specify

____

. Details of teaching experience calculated to the nearest whole year in each case. (Tick (✓) appropriate box).

Number of years

Number of years	In teaching		in present position	in present school
	in your State	elsewhere		
1				
2-3				
4-5				
6-10				
11 - 20				
21 - 30				
31 or more				

The extent to which teachers observed evidence of change since the Commonwealth Library has been established in the school.

ITEM	TO A GREAT EXTENT 1	2	TO A LIMITED EXTENT 3	4	NOT AT ALL 5		DON'T KNOW 6
A. Curriculum and Instruction 1. Classroom units of work are being planned to use the new materials.							
2. The new library building has contributed to the individualization of instruction.							
3. Increased materials have contributed to the individualization of instruction.							
4. The acquisition of increased instructional materials has contributed to a move away from the concept of a basic textbook as constituting a unit of study.							
5. The acquisition of more materials has contributed to the increased use of research tools and techniques in instruction.							
6. Increased materials made possible more class assignments that provide for the needs and abilities of individual students.							
7. The new materials have contributed to changes in curriculum content.							
8. The school librarian has become more involved in the instructional program.							
9. The new school library has enabled more students to work more independently.							
10. The new library and increased materials have stimulated innovation in instruction.							
11. The changes in curriculum and instruction can be attributed to the Commonwealth Libraries Grant.							

ITEM	TO A GREAT EXTENT 1	2	TO A LIMITED EXTENT 3	4	NOT AT ALL 5		DON'T KNOW 6
.Utilization of Materials (by teachers) 1.Teacher interest in using materials in classroom instruction has increased.							
2.The use of audio-visual materials in classroom instruction has increased.							
3.The number of teachers making class assignments that require the use of materials for the library has increased.							
4.The lending of special (bulk or block) collections of materials from the library to classrooms has increased.							
5.The changes in utilization of materials (by teachers) can be attributed to the Commonwealth Libraries Grant.							
.School and Community Attitudes 1.The new library and the acquisition of more materials has stimulated school and community interest in the school library.							
2.Parents have become more aware of the school library program.							
3.Department of Education officials have become more aware of the school library program.							
4.Teacher interest in selecting new materials for library has increased.							
5.There is more cooperation between library staff and most classroom teachers.							
6.School principals have become more aware of the school library program.							
7.The changes in school and community attitudes can be attributed to the Commonwealth Libraries Grant.							

ITEM	TO A GREAT EXTENT 1	2	TO A LIMITED EXTENT 3	4	NOT AT ALL 5		DON'T KNOW 6
D. Pupil Behavior							
1. The new library building has contributed to student learning and achievement.							
2. The increase in materials has contributed to student learning and achievement.							
3. Students have been motivated to use printed materials from the library to complete class assignments.							
4. Students have been motivated to use audio-visual materials from the library to complete class assignments.							
5. The availability of audio-visual materials for independent use in the library has increased student interest in reading and study.							
6. Students have become more creative in their assignment productions since increased library resources have become available.							
7. Student use of library materials for extra-curricular purposes has increased.							
8. Students who seldom used the library before have been attracted by the new materials.							
9. Students have been motivated to improve their skill in how to use materials and the library.							
10. The changes in pupil behavior can be attributed to the Commonwealth Libraries Grant.							

ITEM	TO A GREAT EXTENT 1	2	TO A LIMITED EXTENT 3	4	NOT AT ALL 5		DON'T KNOW 6
E. Library Collection 1.The collection of printed materials in my teaching field has been strengthened.							
2.The collection of audio-visual materials in my teaching field has been strengthened.							
3.The collection of materials includes adequate and up-to-date information on educational and occupational guidance.							
4.The collection of professional materials for teachers has been strengthened.							
5.The new materials allow for the varying abilities of pupils expected to use them.							
6.The changes in the library collection can be attributed to the Commonwealth Libraries Grant.							
F. The Role of the Library 1.The library has become more integrated into the educational program in the school since the new library was built.							
2.The library has become a multi-media resource centre.							
3.The quality of library usage has improved.							
4.The changes in the role of the library in the school can be attributed to the Commonwealth Libraries Grant.							

6.

QUESTIONNAIRE FOR THE SAMPLE OF THE STUDENT BODY

Name ______________________________

Grade/Class ______________________________

School ______________________________

Date ______________________________

General Instructions

There are three parts to this questionnaire:

Part I. General Questions
Part II. Attitudinal Questions
Part III. Location Skills Questions.

Follow the directions given for each question. There are no right or wrong answers for the first two parts. Part III is designed to find out how much you know about using the library and its materials.

Please work quickly and carefully.

PART 1: General

. Tick one category which best describes how often you use the school library.

_____ Never
_____ Only when my teacher takes the class there
_____ Only when assigned (sent) to study in the library
_____ Once a month
_____ Every two weeks
_____ Once a week
_____ Two or three times per week
_____ Once a day
_____ Two or more times a day

. Tick the number of hours which best describes the amount of time you spend in the library each week, when not taken there by a teacher.

_____ 0 hours
_____ ½ hour
_____ 1 hour
_____ 1½ hours
_____ 2 hours
_____ 3 hours
_____ 4 hours
_____ 5 hours
_____ 6 hours
_____ 7 hours
_____ 8 hours
_____ 9 hours
_____ 10 hours
_____ more than 10 hours

. Tick the categories (more than one if true) which best describe when you spend time in the school library.

_____ Before school
_____ During lunch time
_____ After school
_____ During (spare) study periods
_____ During class periods
_____ Other (please indicate)
____

4. Tick the reasons which best describe why you use the school library.

_____ Class assignments (Homework)
_____ Research for assigned papers and reports
_____ Reading for my own personal enjoyment
    _____ Books _____ Magazines _____ Newspapers
_____ Individual research for my own hobbies and interests
_____ Independent study
_____ Assigned to study in the library
_____ Studying from my own text books and materials
_____ To use audio-visual material
    _____ Films _____ Slides _____ Tapes
    _____ Records _____ Other (please indicate)
    ____
_____ It is quiet, and therefore good for study
_____ To be and talk with friends
_____ It is a comfortable place to be
_____ Other (please indicate)
____

5. Tick the types of books and materials which you use most often in the school library.

_____ Reserve books
_____ Reference books (Encyclopaedias, etc.)
_____ Fiction books
_____ Non-fiction books
_____ Magazines
_____ Newspapers
_____ Pamphlets
_____ Periodical indexes

_____ Card catalogue
_____ Records (disc)
_____ Tapes (cassettes or reel)
_____ Slides
_____ Filmstrips
_____ Other (please indicate)
____

ick the category which best describes the number of
iction books you read last week.

_____ None
_____ Part of one
_____ One book
_____ Two books
_____ Three to four books
_____ Five to six books
_____ Seven or more books

ick the category which best describes the number of
on-fiction books you used last week.

_____ None
_____ Part of one
_____ One book
_____ Two books
_____ Three to four books
_____ Five to six books
_____ Seven or more books

f you use the library a fair amount, skip this question,
ut if you never or rarely use the library, tick the reasons
hich best explain why you do not.

_____ My assignments do not require the use of the library
_____ Too much homework
_____ No time:
    _____ Have no study periods
    _____ Ride the bus to and from school
    _____ Participate in after school activities (sport, etc.)
    _____ Work after school
_____ Use materials from another library
_____ Use materials which I have at home
_____ Use materials belonging to my friends
_____ School library is closed when I can use it
_____ School library does not have the materials which I need
_____ Do not know how to use library materials and library tools such as card catalogue, periodical indexes, reference books, etc.
_____ The library is too noisy to do any work
_____ Other (please indicate) ______________________________

9. How many times in the past fortnight have you asked the school librarian for help of some sort? (Tick one)

_____ None
_____ 1 time
_____ 2 times
_____ 3 times
_____ 4 to 5 times
_____ 5 to 10 times
_____ more than 10 times

10. Tick the reasons which best describe why you ask the librarian for help.

_____ For help in locating certain information for assignments
_____ For help in finding your way around in the library
_____ For help in using the card catalogue
_____ For directions in your duty as a study library helper
_____ For help in locating fiction books in your interest area
_____ Other (please indicate)

____

11. How often do you get from the school library what you went for? (Tick one)

_____ Always
_____ Almost always
_____ Sometimes
_____ Hardly ever
_____ Never

12. Tick the category which best describes how long you watch TV at home on the average school day.

_____ 0 minutes
_____ less than 30 minutes
_____ 30 minutes to 1 hour
_____ 1 to 2 hours
_____ more than 2 hours

How far away is your home from the nearest public library? (Tick one)

_____ less than 1 mile
_____ 1 to 2 miles
_____ 2 to 3 miles
_____ 3 to 5 miles
_____ more than 5 miles

How often do you use the local municipal or public library? (Tick one)

_____ Never
_____ About once a year
_____ Monthly
_____ Fortnightly
_____ Weekly
_____ More than once a week

About how many books are there in your home - including those belonging to the other members of your family? Count an encyclopaedia set as 1 book. (Tick one)

_____ None
_____ fewer than 50
_____ 50 to 100
_____ 100 to 150
_____ 150 to 200
_____ 200 to 300
_____ 300 to 400
_____ more than 400

Is there an encyclopaedia set in your home?

_____ Yes _____ No

Tick the category which best describes how much your parents read to you as a young child.

_____ A great deal
_____ Quite a lot
_____ Some
_____ Very little
_____ Not at all

18. Tick the category which best describes how much you have worked in the school library as a student assistant (monitor).

_____ A Great deal
_____ Quite a lot
_____ Some
_____ Very little
_____ Not at all

19. How often did you use the school library at the primary school which you attended?

_____ A great deal
_____ Quite a lot
_____ Some
_____ Very little
_____ Not at all
_____ No library at the primary school.

PART II: Attitudes

A. To what extent are the following statements true about you? (Tick one)

STATEMENT	Very True Of Me 1	True Of Me 2	Undecided (or the same) 3	Untrue Of Me 4	Very Untrue Of Me 5
1. I have told my mother and father about the school library.					
2. I read more now than I did before the school got a new library (or before I came to this school.)					
3. I find the school library boring and uninteresting.					
4. I enjoy discussing with my friends the things I find in the school library.					
5. It would affect me and my studies if the school library closed for the rest of the year.					

B. Here is a list of activities in which you may have taken part in the library. If you have been involved in the activity, please tick one of the Columns 1 to 5 to show how you felt about it. If you have not taken part in the activity, tick Column 6.

If some activities have not been included, write them in at the end.

ACTIVITY	Liked Very Much 1	Liked 2	No Feeling One Way Or Another 3	Disliked 4	Disliked Very Much 5	Have Not Experienced this in Library 6
1. Reading story books (fiction) in the library						
2. Browsing (looking around) in the library						
3. Reading books about hobbies, pets, cars, sports, etc. in the library						
4. Reading for information (non-fiction) including reference books in the library						
5. Reading newspapers in the library						
6. Reading magazines in the library						
7. Reading maps, pamphlets, and other print materials in the library						
8. Watching films in the library						
9. Listening to records in the library						
10. Listening to tapes (reel and cassette) in the library						
11. Looking at slides in the library						
12. Looking at filmstrips in the library						
13. Watching T.V. in the library						

ACTIVITY	Liked Very Much 1	Liked 2	No Feeling One Way Or Another 3	Disliked 4	Disliked Very Much 5	Have Not Experienced this in Library 6
4.Using photographic equipment in the library						
5.Using the photocopier in the library						
6.Asking the librarian for information or help in the library						
7.Working with teachers in the library						
8.Working alone (Independent Study) in the library						
9.Working with a best friend in the library						
0.Working with a group of other students in the library						
1.Working as a library assistant in the library						
2.Looking at displays in the library						
3.Learning library skills ("Library lessons")						
4.Doing assignments and homework in the library						
5.Spare (study) periods in the library						
6.Research in the library						
7.English lessons in the library						
8.History lessons in the library						
9.Geography lessons in the library						
0.Science lessons in the library						
1.Maths. lessons in the library						
2.Language lessons (French, German, etc.) in the library						
3.Art lessons in the library						
4.Drama lessons in the library						
.Music lessons in the library						

ACTIVITY	Liked Very Much 1	Liked 2	No Feeling One Way Or Another 3	Disliked 4	Disliked Very Much 5	Have Not Experienced this in Library 6
36. Home Craft lessons in the library						
37. Woodwork, Metalwork lessons in the library						
38. Economics lessons in the library						
39. (Other, please name subject) ____________ in the library						
40. (Other, please name subject) ____________ in the library						
41. Doing projects in the library						
42. Doing book reports (book logs) in the library						
43. Preparing for debates in the library						
44. Taking part in debates in the library						
45. Group discussion in the library						
46. Club meetings in the library						
47. Talking to friends in the library						
48. Doing exams in the library						
49. Being quiet in the library						
50. Obeying the library regulations						
51. (Any other activity) ______________________________						
52. (Any other activity) ______________________________						

. Although three spaces are given for each part below, you do not need to list three things if you cannot think of that many. You may list more if you wish.

1. List three things you like **best** about the new school library and tell why you like them.

	ITEM	REASON
(a)	____________________	____________________
(b)	____________________	____________________
(c)	____________________	____________________

2. List three things you do **not** like about the new school library and tell why.

	ITEM	REASON
(a)	____________________	____________________
(b)	____________________	____________________
(c)	____________________	____________________

LOCATION SKILLS TEST

(Adapted from Gaver, Mary Virginia *Effectiveness of Centralized Library Service in Elementary Schools*, Rutgers, 1963.)

HOW MUCH DO YOU KNOW ABOUT USING BOOKS AND LIBRARIES?

Instructions: Read these directions carefully and follow them exactly. For each test question, mark your choice for the correct answer on the answer sheet only. Cross out with a heavy black X the letter which is the same as the one appearing before the best answer to the question on the test sheet. There is only one correct answer for each question.

PART I

Example:

Question: When you wish to use a very large book, you should

A. use two hands to carry it to a table

B. ask a friend to help you carry it

C. slide it off the shelf and use it on the floor

D. make a space on the shelf and open it there

Answer: X B C D E

Question:

1. When you are preparing a lengthy research paper in the library, you should most likely begin your research by using the

A. dictionary

B. card catalogue

C. encyclopaedia

D. book preface

E. pamphlet file

. The Australian Childrens' Books of the Year are owned by most libraries because

A. they are named for a famous author who liked children
B. each won the award as a distinguished book
C. they are written by famous historians
D. libraries get them free

. A bibliography is

A. a collection of articles
B. a list of sources of information
C. the life story of a person
D. a list of words

. The most important use of the index in a book is to direct you to the page or pages for

A. chapter titles
B. certain illustrations
C. short references to a subject or subjects
D. certain charts or diagrams

. Mark the one item below which you would not expect to find on the title page of a book

A. publisher
B. author
C. illustrator
D. title
E. copyright

. The best way to scan, or quickly examine, an information book to decide whether it will help you is to look over

A. the latest copyright date and the preface
B. the copyright date and list of illustrations
C. the title page and the table of contents and the index
D. the main headings in the table of contents
E. none of these

7. The section of text at the end of some books which contains material not absolutely necessary to the main portion is called
   - A. appendix
   - B. end paper
   - C. table to contents
   - D. errata
   - E. afterthought

8. The index is most important in
   - A. a fiction book
   - B. a fairy tale book
   - C. a geography book
   - D. an arithmetic book

9. The part of a book which includes the author, title, and publisher is the
   - A. table of contents
   - B. title page
   - C. preface
   - D. frontispiece

10. The system of classifying books in most school libraries is called
    - A. The Dewey Decimal System
    - B. The Library of Congress System
    - C. The Queensland School Library Service System
    - D. In alphabetical order by title
    - E. By numerical order of arrival in the library

11. The call number has been called the "key" to the library. In which place below will you be sure to find this key written?
    - A. on the 50th page of each book in the library
    - B. on the card in the catalogue and on the books' spines
    - C. on each shelf of the book stacks
    - D. on all of these

12. The main purpose of the call number is to
    - A. call for the book
    - B. tell where the book belongs in the library
    - C. provide a code number for the librarian
    - D. tell when the book is out

13. Books of fiction are arranged alphabetically on the shelves according to
    - A. title
    - B. colour
    - C. author
    - D. size

14. Biographies are shelved under a subject number and then alphabetically according to
    A. title
    B. person written about
    C. author
    D. size

15. The classification number on a book is the symbol for
    A. the subject
    B. the title
    C. the price
    D. the author
    E. the grade

16. A science book about animals should be in which of the following classes?
    A. 800's
    B. 500's
    C. 900's
    D. 200's

17. To look up a fiction book called The Robots from Outer Space by its title in the card catalogue, look under
    A. The
    B. Robots
    C. from
    D. Outer
    E. Space

18. The card catalogue gives $\frac{574}{\text{DAV}}$ as the call number for Microbe Hunters. The letters "DAV" in this number stands for
    A. the publisher
    B. the subject
    C. the author's last name
    D. the type of literature

19. If you have been given an assignment to write a research report on Automobile Racing, which of these four ways is likely to locate the best material most quickly?
    A. looking through the pamphlet file
    B. browsing through the non-fiction collection
    C. Going first to the card catalogue to look up AUTOMOBILE RACING
    D. consulting the index of a history book

20. The biographies of living people only are listed in
    A. Australian Encylcopaedia
    B. Who's Who in Australia
    C. Whitaker's Almanac
    D. 100 Great Lives

21. The articles in *World Book Encyclopaedia* and *Americana* are arranged
    - A. in theorder in which things happened
    - B. alphabetically by subject
    - C. in the order of importance of subjects
    - D. with related topics placed together
    - E. none of these

22. The articles in reference sets such as *Oxford Junior Encyclopaedia* and *New Book of Knowledge* are arranged
    - A. in the order in which things happened
    - B. alphabetically by subject
    - C. in the order of importance of subjects
    - D. with related topics placed together
    - E. none of these

23. The main purpose of bibliographies in reference books is to
    - A. refer you to other sections of the book
    - B. give you the biography of an author
    - C. provide a list of books for you to use
    - D. provide a glossary

24. The names and locations of important rivers, mountains, and oceans can be found in
    - A. atlases
    - B. geography books
    - C. almanacs
    - D. all of the above

25. Cross references in an encyclopaedia refer you to
    - A. useful reference books
    - B. other articles on topics related to the one you are reading
    - C. other encyclopaedias
    - D. other articles on the same topic
    - E. all of the above

26. When listing the items in a bibliography for a report, you should arrange them according to
    - A. author
    - B. year of publication
    - C. publisher
    - D. date they were read

27. A bibliography of references you used for a report helps you to
    - A. keep a record of class notes
    - B. show the sources of information you used
    - C. make notes for a summary of the report
    - D. outline the report

You come to the library to prepare a report about the history of Christmas. Which of these four ways is likely to locate the best information most quickly?

A. browsing through the library shelves numbered 300 to 400
B. going first to the encyclopaedia volume marked "C"
C. looking through the December issues of magazines
D. consulting the index of a history textbook

In a book report about the story To the Wild Sky, you want to recommend other books by the author, Ivan Southall. You should try to find other titles in

A. an encyclopaedia
B. your English textbook
C. a magazine index
D. the card catalogue

The teacher has told the class that, when they write up their reports, they must tell what source material they used. Which pupil has made the best record of his sources?

A. pupil A wrote down the author's name and title of each book
B. pupil B wrote author, title, publisher and date for each
C. pupil C wrote author, title, publisher and page numbers
D. pupil D copied everything on the title page and the page numbers as well.

A list of words with definitions or pronunciations, arranged alphabetically and found at the end of a book, is called the

A. table of contents
B. index
C. glossary
D. appendix

PART 2

In Part 2 you must answer questions in groups of two or more, as indicated in the example given below.

Example:

Directions: Your class is preparing reports on Sir Robert Menzies. Which of the following would you use first to answer the two following questions?

A. Who's Who in Australia
B. the card catalogue
C. a periodical index
D. your history textbook

Question 1. A brief account of the life of Menzies.

Question 2. The title of Sir Robert Menzies' new book.

Answer 1: [✓ A] B C D E

Answer 2: A [✓ B] C D E

Directions: Questions 32 to 34. This sample table of contents was taken from a book about Austria. Answer the following questions by referring to it.

AUSTRIA, by George and Viola Hoffman

TABLE OF CONTENTS

Chapter		Page
I	The Land	13
II	The People	30
III	Cities of Austria	64
IV	Natural Resources and Industry	72
V	Arts and Crafts	105
VI	Festivals and Customs	117
VII	Sports	125

Question 32:

To find the population of Austria, look in Chapter:

A. I
B. II
C. III
D. VI

Names of famous Austrian painters might be found in Chapter:

A. II
B. III
C. V
D. VII

For information about Christmas celebrations in Austria, look in Chapter:

A. II
B. IV
C. V
D. VI

rections: Questions 35 to 39. The next five questions are call numbers of five books. In what order would you find them on a library shelf? Work out the answers for the whole group together: mark the "A" answer for the one which would come first on the shelf, the "B" for the next and the "C" for the next and so on.

35.	36.	37.	38.	39.
23.8 TAB	793 MOR	537 JUN	793.7 HOT	623.8 ZIL

rections: Questions 40 to 43. The following is a section of the index of a book by Hoffman entitled Austria. Answer the following four questions by referring to it.

Page numbers preceded by "illus." refer to pictures

agriculture, 18-21; 39-48.
   fruits, 42, 44; illus. 44; map 40.
   grain, 42-44; illus. 39; map 42.
   grazing, 44-59; illus. 46-48; map 40.
crafts, 113-115; illus. 55, 114-115.
Danube River, 57, 63; map 12.
fruit. See agriculture.
handicrafts. See crafts.
sports, 125-131; illus. 125-131.
   ice skating, 128.
   skiing, 125-126; illus. 125-127.
Shoenbrunn Palace, 109, illus. 63, 111; map 60.

40. For a map of Schoenbrunn Palace you would look on page

A. 60
B. 63
C. 109
D. 114

41. How many pages show pictures of skiing?

A. 1
B. 2
C. 3
D. 6

42. There is a picture of Schoenbrunn Palace on page

A. 60
B. 63
C. 109
D. 110

43. Information about handicrafts begins on what page?

A. 113
B. 114
C. 115
D. 127

Directions: Questions 44 to 47. Answer the following four questions from the sample catalogue card.

WHALES
591.5
AND
Andrews, Roy Chapman
All about whales. Sydney,
Angus & Robertson, 1954.

p. 120 illus. 24 cm
(Animals of the World Series)

1. Whales

I Title
(Series) 1/536

44. This card represents

A. an author card
B. a subject card
C. a title card
D. a book about Angus & Robertson

45. The book was published in what year?

A. 591.5
B. 1536
C. 1954
D. date is not given

6. The title of the book is
   - A. Whales
   - B. Andrews, Roy Chapman
   - C. All about whales
   - D. Angus & Robertson

7. The call number of this book is
   - A. 591.5
AND
   - B. 1954
   - C. 120
   - D. 1/536

irections: Questions 48 to 50. For the next three questions, imagine you are using a card catalogue with drawers labelled as follows:

A - Bo	La - No
Br - Dh	Ny - Qu
Di - Ge	Ra - Th
Gh - Ky	Ti - Zy

8. In which drawer would you look for a book about Robert Louis Stevenson?
   - A. Br - Dh
   - B. Di - Ge
   - C. [illegible] - Ky
   - D. [illegible] Th
   - E. None of those mentioned

9. In which drawer would you look for a biography of Sir Winston Churchill?
   - A. A - Bo
   - B. Gh - Ky
   - C. Ny - Qu
   - D. Ti - Zy
   - E. None of those mentioned

0. In which drawer would you look to find out what science-fiction stories the library has?
   - A. Br - Dh
   - B. Di - Ge
   - C. La - No
   - D. Ra - Th
   - E. None of those mentioned

Directions: Questions 51 to 53. Here is a list of the top lines of ten cards in the card catalogue, printed and arranged just as they are in the catalogue. Use the headings you see in this list to answer the following three questions.

BIOGRAPHY
CHURCHILL - HIS LIFE IN PICTURES
CHURCHILL, Sir Winston
CERAMICS. See POTTERY
CHRISTIANITY
CHRISTMAS AT BOGGY CREEK
CHRISTMAS - Stories
FESTIVALS - U.S.
POTTERY

51. To find all the story booksthe library has about Christmas, look under
    - A. CHRISTIANITY
    - B. CHRISTMAS AT BOGGY CREEK
    - C. CHRISTMAS - Stories
    - D. FESTIVALS - U.S.
    - E. all of these headings

52. To find a biography of Sir Winston Churchill, look under
    - A. Winston
    - B. Sir Winston
    - C. Churchill
    - D. Biography
    - E. all of these headings

53. To find a book about ceramics, look under
    - A. CERAMICS
    - B. POTTERY
    - C. Neither of these

Directions: Questions 54 to 56. These guide words appear at the top of pages in Webster's Third New International Dictionary. Answer the following three questions by referring to them.

First column	Page Number	Second Column
cousin	524	coverage
coverall	525	cowbell
cowberry	526	coyote
dog-toes	669	dollar
frame	902	frank
frank	903	fraternize

4. On what page would you find the word frangipani?
   - A. 524
   - B. 526
   - C. 902
   - D. 903
   - E. None of these pages

5. On what page would you find the word cowrie?
   - A. 524
   - B. 525
   - C. 526
   - D. 660
   - E. None of these pages

6. On what page would you find the word coward?
   - A. 524
   - B. 525
   - C. 526
   - D. 669
   - E. None of these pages

irections: Questions 57 to 60. Here are three words as they appear in the dictionary. Answer the next four questions by using the information given.

ey to pronunciation: ā māte; ē mēte; ă hăt; ĕ pĕt;
â câught; ī mīne; ĭ mĭt;
ō sō; ŏ hŏt.

E gypt (ē ' jĭpt), n. a country in the northeastern part of Africa.

ma lign (mă-līn'), adj., v.t. 1. evil, injurious. 2. speak evil of; slander. 3. hateful; malicious.

mau so le um (mâ-sō-lē ' ŭm), n. a large magnificent tomb.

7. Which of the following words rhymes with "malign"?
   - A. machine
   - B. reign
   - C. rein
   - D. mine
   - E. none of these

8. What is the first syllable of the word "mausoleum"?
   - A. ma
   - B. maus
   - C. mau
   - D. mausol

9. What part of speech is the word "Egypt"?
   - A. adjective
   - B. adverb
   - C. noun
   - D. pronoun

60. How many meanings are given for the word "malign"?
- A. One
- B. Two
- C. Three
- D. Four

Directions: Questions 61 to 64. The list below contains the headings of sections from a long article in an encyclopaedia. Each heading has been numbered to help you answer the four questions which follow.

For each question, choose the number of the heading where you would look for the information and mark the letter for that answer. If the right heading is not among the answers, mark the letter for "none of these".

AUSTRALIA
(1) The Land
(2) Flora
(3) Fauna
(4) The People
(5) Government and Politics
(6) Economy
(7) Society
(8) Cultural Life
(9) History

61. Under which heading would you look first to find information on the kinds of factories located in Australia?
- A. (2)
- B. (3)
- C. (6)
- D. (8)
- E. None of these

62. The kind of weather which people have in Australia would be found under which heading?
- A. (1)
- B. (3)
- C. (4)
- D. (5)
- E. None of these

63. Where would you find information about the nationalities of the people in Australia?
- A. (2)
- B. (4)
- C. (7)
- D. (10)
- E. None of these

4. Under which heading would you look first to find the most information on nickel mining in Western Australia.
   - A. (1)
   - B. (4)
   - C. (6)
   - D. (8)
   - E. None of these

Directions: Questions 65 to 67. The information requested in the next three questions can be found in the three kinds of reference books listed below. For each question, mark the letter which shows the kind of book in which you would be most likely to find the answer. Mark the "D" if the information can be found in none of them.

- A. an encyclopaedia
- B. an unabridged dictionary
- C. an atlas
- D. none of these

5. An account of attempts to climb Mt. Everest in the Himalayas.

6. Location of the Watchung Mountains on a map.

7. How to pronounce "Himalayas".

Directions: Questions 68 to 70. A class which is studying satellites can use any of the following references in the library. For each question mark the letter of the reference which would give the most help or the best answer.

- A. an encyclopaedia
- B. the card catalogue
- C. a science textbook
- D. a magazine index
- E. a science-fiction book

8. What is the origin of the name Jupiter?

9. Where can you find the most up-to-date information about man-made satellites?

0. What books in the library might include additional material on satellites?

Directions: Questions 71 to 75. The answer to each of the next five questions would probably be found in one of the references listed below. For each question, mark the letter of the book which you would use to look up the answer.

A. Commonwealth Yearbook of Australia
B. Queensland Yearbook
C. Oxford Dictionary of Quotations
D. Who's Who in Australia
E. Guidelines (Magazine Index)

71. What are the names of all the Australian prime ministers?

72. Who said "Never in the field of human conflict was so much owed by so many to so few."?

73. What was the population of Townsville at the latest census?

74. What is the birthplace of the premier of Queensland?

75. Where could you find a reference to an illustrated article about last year's surfing championships?

Directions: Questions 76 to 80. Below is a reference to a magazine article, taken from an index for magazines. Answer questions 76 to 80 after reading the item carefully.

HOUSEHOLD furnishings
Wrap your house in summer inside and out.
ill., House & Gard 139: 64-5, 68-9,
72-3. Ap '71
See also
Colour in house decoration
Electric lamps

76. The year of the magazine referred to is
A. 1971
B. 1972
C. 1968
D. None of these

77. The monthly issue of the magazine referred to is
    A. April
    B. May
    C. June
    D. None of these

78. Additional articles can be found under
    A. House & Gard
    B. furnishings
    C. Colour in house decorations
    D. all of these
    E. none of these

79. The abbreviation "ill" means
    A. the author is illustrious
    B. the magazine is illuminated
    C. the article is illustrated
    D. the magazine was issued in 1949

80. The title of the article is
    A. HOUSEHOLD furnishings
    B. House & Gard
    C. Wrap your house in summer inside and out
    D. Colour in house decoration

LOCATION SKILLS TEST

Answer Sheet

Name ______________________ Date ______________________

Grade ______________________ School ______________________

1. A B C D E
2. A B C D E
3. A B C D E
4. A B C D E
5. A B C D E
6. A B C D E
7. A B C D E
8. A B C D E
9. A B C D E
10. A B C D E
11. A B C D E
12. A B C D E
13. A B C D E
14. A B C D E
15. A B C D E
16. A B C D E
17. A B C D E
18. A B C D E
19. A B C D E
20. A B C D E
21. A B C D E
22. A B C D E
23. A B C D E
24. A B C D E
25. A B C D E
26. A B C D E
27. A B C D E
28. A B C D E
29. A B C D E
30. A B C D E
31. A B C D E
32. A B C D E
33. A B C D E
34. A B C D E
35. A B C D E
36. A B C D E
37. A B C D E
38. A B C D E
39. A B C D E
40. A B C D E
41. A B C D E
42. A B C D E
43. A B C D E
44. A B C D E
45. A B C D E
46. A B C D E
47. A B C D E
48. A B C D E
49. A B C D E
50. A B C D E
51. A B C D E
52. A B C D E
53. A B C D E
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60. A B C D E
61. A B C D E
62. A B C D E
63. A B C D E
64. A B C D E
65. A B C D E
66. A B C D E
67. A B C D E
68. A B C D E
69. A B C D E
70. A B C D E
71. A B C D E
72. A B C D E
73. A B C D E
74. A B C D E
75. A B C D E
76. A B C D E
77. A B C D E
78. A B C D E
79. A B C D E
80. A B C D E

APPENDIX F.

Names of Individuals, Groups and Associations Who Submitted a Brief, and Letter of Invitation.

NAMES OF INDIVIDUALS, GROUPS AND ASSOCIATIONS WHO SUBMITTED A BRIEF

Marion Adams Editor of Babel, and Principal Tutor in Germanic Studies, University of Melbourne, Victoria.

Alexander Mackie College, (W.F. Hart, Principal, and Mrs. J. Pyke, Senior Librarian), New South Wales.

The Association of Teachers of Film Appreciation, (Dawn Brown, Secretary), Victoria.

Australian Council of State School Organizations, (R.H. Russell, Hon. Secretary), Western Australia.

Australian Teachers' Federation, State School Teachers' Union of Western Australia, (R. Darragh, Secretary), Western Australia.

Joan Brewer, Senior Lecturer, Adelaide Teachers' College, South Australia.

Margaret Broadhead, Monash Teachers' College, Victoria.

Broadland House Church of England Girls' Grammar School, (Mary Hill, Headmistress), Tasmania.

Camberwell Grammar School, (A.D.P. Dyer, Headmaster, and Mrs. McMaster, Senior Librarian), Canterbury, Victoria.

Diana Carr, Librarian, Victoria.

Catholic Education Office, (Rev. Brother W.X. Simmons, C.F.C.), New South Wales.

Catholic Education Office, (Rev. B. O'Shea, Director), Queensland.

Department of Education and Science, Northern Territory Office, (R. Parsons, Education Officer), Northern Territory.

Betty R. Elliott, Librarian, Victoria.

Rev. N.M. Ford, Principal, Auxilium College, Victoria.

M.E. Hale, Co-ordinator of Planning in Teacher Education, Education Department, New South Wales.

C.O. Healey, Principal, Scotch College, Hawthorn, Victoria.

R.M. Horner, Headmaster, Ballarat College, Victoria.

Stella Lees, Lecturer in Librarianship, Victoria.

Library Association of Australia, School Libraries Section, (Joan Cobb, Secretary), New South Wales.

Library Association of Australia, Victorian Branch, (T.H. Woodrow, Chief Librarian), Victoria.

Library Board of Western Australia, (F.A. Sharr, State Librarian), Western Australia.

K.A. Lodewycks, Librarian, University of Melbourne, Victoria.

H.A. Macdonald, Headmaster, The Peninsula Church of England School, Victoria.

New South Wales Teachers' Federation, Survey 1971.

Alicia Murdoch, Librarian, Victoria.

G.C. Pullen, Supervisor of Libraries, Tasmania.

Pultney Grammar School, (Jane Hiscock, Librarian), South Australia.

Queensland Department of Education, Queensland.

Queensland Teachers' Union, (G.C. England, Assistant Secretary), Queensland.

G.C. Randall, Senior Lecturer in English, The Teachers' College, Lismore, New South Wales.

Margaret Sim, Macquarie University, New South Wales.

South Australian Education Department School Libraries Branch, (L.K. McKelvey, for J.G. Dwyer, Supervisor of School Libraries), South Australia.

N. Stockdale, Librarian, The Flinders University of South Australia.

P.N. Thwaites, Principal, The Geelong College, Victoria.

Victorian Education Department, Special Services Division, Library Branch, Victoria.

Victorian Federation of State Schools Mothers' Clubs, (Joan E. Kirner, President), Victoria.

W.G. Walker, Professor of Education, Armidale, New South Wales.

Warrnambool Technical College, (Nancy J. Baxter, Teacher-librarian), Victoria.

Western Teachers' College, (J.A. Ramsey, Principal), South Australia.

TELEPHONE: 71 1377

University of Queensland

DEPARTMENT OF EDUCATION
ST. LUCIA, BRISBANE, Q. 4067

March, 1972.

COMMONWEALTH SECONDARY SCHOOL LIBRARIES RESEARCH PROJECT

Reader,

As was announced in 1971, the Commonwealth Department of Education and
nce has commissioned a project aimed at evaluating the impact on secondary
ation of the Commonwealth Secondary School Libraries Program, and this is
g undertaken by the Department of Education at the University of Queensland.

The main aims of this research project are:

1. To determine the existing state of secondary school library development throughout Australia.
2. To carry out detailed and sophisticated analyses of the data obtained from the National Survey.
3. To continually identify new research areas, generate hypotheses and support individuals who undertake further in-depth studies.
4. To prepare by October, 1972 a major report based on the outcomes of the research project for the Commonwealth Department of Education and Science.

To help achieve these ends we are inviting all interested individuals,
ps (i.e. branches, committees, etc.) and associations to submit briefs in
h descriptions, opinions and recommendations are expressed concerning the
onwealth Secondary School Libraries Program.

Following is a list of some possible items to help you in the preparation
our brief:

1. The role of the Commonwealth Department of Education and Science in relation to school libraries.
2. The role of the State Departments of Education in relation to school libraries (including state subsidy schemes).

P.T.O.

3. The allocation of funds for secondary school libraries.
4. (Inservice) Education/Training of teacher-librarians and the role of teacher-librarians.
5. Inservice education of teachers.
6. Integration of audio-visual and print material.
7. Centralized school libraries versus decentralization and the role of the school library in education.
8. The impact of the Commonwealth Secondary School Libraries Grant on secondary education in Australia.
9. Recommendations you would like to see submitted to the Commonwealth Department of Education and Science.

All sources of information will be kept confidential if requested. Otherwise we would like to give credit to those who have made the effort to help us in this aspect of the project.

We would very much appreciate receiving your brief by the 30th June, 1972 so that there will be sufficient time for us to consider its contents and include it in the October, 1972 Report.

Please send it to:

Project Research Officer,
Commonwealth Libraries Research Project,
Department of Education,
University of Queensland,
ST. LUCIA, Brisbane, Qld. 4067.

Thank you.

Yours sincerely,

(W. J. Campbell),
Professor of Education, and
Chairman, Advisory Committee.

APPENDIX G.

Letter Used to Announce Research Project.

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TELEPHONE 71 1377
TELEX—UNIVQLD AA40315
TELEGRAPHIC ADDRESS—BRISBANE UNIVERSITY

University of Queensland

ST. LUCIA, QUEENSLAND, 4067

This is to inform you that a project aimed at assessing the educational influence of school libraries has recently been commissioned by the Commonwealth Department of Education and Science and is being undertaken by the Department of Education at the University of Queensland.

We have set up an Advisory Committee comprising: Professor W.J. Campbell (Chairman), Mr. M. McConchie (Assistant Secretary, Dept. of Education and Science), Mr. N. Alford (Principal Research Officer, State Dept. of Education, Q'ld.), Dr. B.W. Carss (Reader in Education, University of Q'ld.), Mr. D. Fielding (Librarian, University of Q'ld.), Dr. J. Genn (Senior Lecturer in Education, University of Q'ld.), Professor Ernest Roe (Professor of Education, Papua, New Guinea), Mr. Milton Simms (Librarian, James Cook University) and Mr. Roy Lundin (Research Officer).

We would greatly appreciate your publicizing this project among the members of your Association. During the course of this study it may be necessary to ask some of your members to help us by providing opinions and information.

We believe that this study is a most important one, and we hope that it will throw further light upon the educational process in the schools. Your co-operation will be much appreciated, and, for our part, we shall be glad to provide you with more details of the project as our plans develop.

Yours sincerely,

Roy Lundin,
(Research Officer).

APPENDIX H.

State Services to School Libraries.

STATE SERVICES

Following are brief pen sketches of the school library educational media services in each state to give some idea of their development and present features. This is not intended as an exhaustive description of the numerous services being performed by what could only be called the vital pulse centres of school library development in Australia.

New South Wales

Recently, New South Wales became the first state to unite the Library Branch, the Audio-visual Teaching Aids Centre and the Inservice Branch under a single director. As a result of this reformation several changes are expected in the form and function of the sub-branches.

The Library Branch, headed by an Officer-in-charge, has had 14 staff. The last appointment was one in 1964, the rest of the staff were appointed in 1946. Recently (mid-July, 1972), however, new positions were advertised.

The Branch has these main functions:

(1) to give advice to schools on all matters relating to school libraries;

(2) to produce booklists to aid schools in selection; one list contained 10,000 titles recommended for Commonwealth spending;

(3) to provide a limited cataloguing service, particularly for foundation collections;

(4) to conduct brief courses and seminars for the basic and in-service training of school librarians;

(5) to consult with senior Education Department officers concerning administrative decisions concerning school libraries, particularly in the allocation of the Commonwealth Grant.

Much advisory work in the schools has been done by an Inspector of Schools for English and History who has been given school libraries as an additional responsibility. This inspector has also been particularly involved in school library staffing and has sat on two committees inquiring into this situation.

Queensland

A. School Library Service

"The basic function of School Library Service is to create the organizational and educational framework for dynamic growth in school libraries, and to give detailed advice to schools to assist them in developing their own library programs."

"This assistance falls in to four categories:-

(a) Bibliographical services, including issuing of selection and cataloguing aids, and to a limited extent, supply of prepared catalogue cards.

(b) Preparation of handouts on the organization and administration of school libraries.

(c) Advisory visits to schools, and as an extension of this, direct assistance including buying books on behalf of schools.

(d) Inservice training in areas relating to the basic organization of libraries and the use of library resources."[1]

In addition, the Branch co-ordinates the spending of Commonwealth funds and State grants and subsidies for library materials.

---

1. Queensland Department of Education. School Library Service. Services Provided to Schools. August 1971 (updated). Mimeo, by Mr. B. Bahnisch, Supervisor of School Libraries.

The Branch was established at the beginning of 1969 by the appointment of a Supervisory of School Libraries. By August 1971 the staff totalled 17, and by August 1972 there were 27. Of these, two School Library Advisers and one attached teacher offer direct service to secondary schools. There are also five Regional Library Advisers for primary schools.

The professional staff are also involved in the "6 months" training courses in school librarianship for experienced primary and secondary teachers. These courses were begun in 1970 and have to date produced approximately 75 secondary and over 100 primary teacher-librarians.

B. Film Centre

The Education Department Film Centre, headed by an Officer-in-charge, provides services to all the 1000 government and non-government schools in Queensland.

A recent news release[2] describes the following features:

(1) The 16 mm film library holds about 2200 titles and 7200 copies valued at $1 million;

(2) over 500 weekly circulations and orders for films, slides, filmstrips and video tapes;

(3) slides and filmstrips are sold to schools at cost;

(4) the centre produces coloured slides to accompany taped radio programs.

C. Co-ordinator of Radio and Television

A Branch of Radio and Television,as a separate entity, operates under a Co-ordinator. The main functions of this Branch are to produce and disseminate educational broadcasts in co-operation with the A.B.C. One of the most extensive services is to outlying schools which have been provided with video-recorders so that television programs can be circulated among them. A staff of 11 carry out these services.

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[2] More color films in schools in future. In Courier-Mail, 24.10.72.

South Australia

A. School Libraries Branch

The Supervisor of School Libraries lists the functions of the Branch as follows:

(1) Supervisory: assessment of work of teacher-librarians;

(2) Advisory: advice and assistance to teacher-librarians;

(3) Book selection: review and publish lists of books recommending purchase by schools;

(4) Training: organize and lecture at library training and inservice training courses;

(5) Foundation Library Grant Scheme: administer and operate for new schools;

(6) Federal Aid to Secondary School Libraries: operate specific aspects of this scheme and liaise with other bodies responsible;

(7) Central Cataloguing Scheme: operate central cataloguing service for school libraries;

(8) Administration: concerned with the Branch generally and with all of the above services.

Until 1964 the School Libraries Branch consisted of a Supervisor of School Libraries and a Clerk/typist. Up to that time, although many schools had central libraries, there were no librarians in primary schools

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3. Functions and development of the School Libraries Branch, memo to the South Australian Education Department, by Mr. J. Dwyer, Supervisor

and few in secondary schools. The work of the Supervisor of School Libraries consisted mainly of visiting schools to advise on the better operation of libraries and answering written enquiries from schools.

Since that time, due to a change in education and the role of the library in the school, every secondary school and primary school of over five classrooms is provided with a central library, and over 250 school librarians are employed throughout the State.

The Branch staff has also grown to 26, and approval is given for 4 more. Of these, 7 are school library advisers who have been seconded. One adviser is located in a country regional centre; the others visit country centres but are based at the Branch. Of the 26 staff, 14 have been added during the past 3 years.

The Branch provides central cataloguing for all books bought under the Commonwealth Program. In fact, these books must be selected from an extensive list which the Branch people feel is comprehensive enough not to be restrictive. Central cataloguing also provided totally for about 22 schools, many primary, and each year this service is extended to all new schools. These 22 schools also receive a full processing service - i.e. book pockets, date due slips, plastic covering, etc.

The Branch has a model library of about 13,000 volumes including a copy of every book recommended on lists, professional books on librarianship, review copies, professional journals, and easy picture books. This library is used by teachers, teacher-librarians and Branch staff for selection, professional reading, book talks, etc. The Branch will also make bulk loans of about 500 to a new school for up to 2 years, changed each term.

B. Audio-Visual Education Centre

The functions of the Centre are listed as:

(1) Film library;

(2) Audio production;

(3) Filmstrip/slide production and sales;

(4) Consultant services.

A staff of 40 are involved in carrying out these services, and they work independently from the Library Branch, although there is considerable liaison between them.

Schools may borrow from the Centre, films slides, filmstrips, disc recordings, overhead transparencies, video tapes and transcriptions (only) of audio tapes. All the above items are also produced for sale to schools within and without the state. The best known of these are the numerous Uni-pacs produced. They are composed of filmstrips and accompanying scripts.

This Centre is also engaged in giving advice and instruction to school personnel, and the Supervisor is involved in the development of the new Commonwealth Resource Centres.

C. Others

There are two other bodies in South Australia which are involved in audio-visual work:

Kilkenny E.T.V. Section, which is involved in E.T.V. production and in-service. The staffing is about 12.

Director, Administration/Finance, with a staff of 3, are occupied with audio-visual subsidy, public-address systems, radio and record players.

Tasmania

A. Library Service Branch

A Supervisor of School Libraries, trained in N.S.W. in 1967, was appointed in 1968 to establish a Central Library Services Branch. This new Branch supplanted a Schools Library Service which had for many years supported many schools by loans of books from a stock of about 20,000 volumes. These books were distributed among the schools in 1969 putting an end to this service.[4]

At present a staff of five -- supervisor, librarian, and three secretarial/clerical staff -- supply the services. The two main purposes of the Branch are (a) to offer expert advice and assistance to schools on all library matters and (b) to assist schools in the selection and acquisition of books through the publication of evaluative lists. The Branch also has the responsibility of a demonstration book collection which teachers and librarians may inspect.

The Supervisor is also consulted concerning library staffing, and he is heavily involved in library design. He is also engaged in studying the feasibility of establishing a central cataloguing service. The Supervisor also has both formal and informal liaison with the Supervisor of the Teaching Aids Centre.

B. Teaching Aids Centre

The Teaching Aids Centre, staffed by nearly 50 specialists in a variety of print and non-print media, conducts a vigorous program serving the needs of almost 400 schools throughout the State. The services are categorized as follows:

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[4] "Library Services to Schools" In The Tasmanian Education Gazette, Vol.2, No.9, December 1968.

Printing
Electronics
Library
Photography
Graphic Arts
Educational Broadcasting
Sales and Despatch.

In a report from the Centre[5], the following services are described:

> "The Teaching Aids Centre evaluates, selects, supplies and maintains all the audio-visual equipment used in all Tasmanian schools. In close co-operation with Curriculum Research Officers, it undertakes the systematic development of special materials to implement new curricula on a state-wide basis. It is a major source for print and non-print materials designed specifically for use in Tasmanian schools and colleges. The staff of the Centre is responsible too for the development and organisation of special courses in educational media, both for trainee teachers and teachers in the schools."

One of the most exciting innovations produced by this Centre is the Media Mobile. A converted school bus, it is designed and equipped as a mobile resource centre with five fully-equipped carrels and other work areas. A small team accompanies the Media Mobile to the schools to guide teachers through the self-instructional in-service programs. A technician also accompanies the bus to service the schools' equipment.

Victoria

A. Library Branch

The Supervisor of School Libraries has detailed the organization and functions of the Library Branch in a Staff Manual[6], and following are some of the main points:

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[5] Educational Media - Tasmania: a brief report from the Teaching Aids Centre, Education Department of Tasmania, Australia.

[6] Victoria. Education Department. Library Branch. Central Library Staff Manual 1972. Prepared by Mr. B. Sheen, Supervisor of School

The Branch is divided into four main sections:

1. Central Staff which is involved in the overall administration of the Branch, recruitment and appointment of school library staff, advisory services, administration of library grants, production of Branch publications,compilation of school library statistics, and preparation of annual Budget estimates, advice on library buildings and furniture, advice on non-book materials, and liaison with the Audio-Visual Centre.

2. The Service Section is involved in two major types of activities. First, an action team organizes new libraries and reorganizes old ones when needed -- particularly in terms of classification and cataloguing collections. Second, the relatively new development of centralized cataloguing is offered only to some schools at present and is voluntary. About 30,000 books have been catalogued and are "on file". A back-log of card sets are kept so that same-day service can be offered.

3. The In-service Education Section is responsible for the organization of library in-service education and seminars for trained and untrained teacher-librarians, teachers, and principals in all parts of the State.

4. Education Department Central Library. The staff in this section acquire, organize and control the distribution of a professional collection for the use of professional officers of the Education Department. In addition the section offers reference services and maintains special collections.

The Branch, established in 1949 with a staff of 3, grew to 20 staff in 1967 and to over 75 at present. Of these, about 15 to 20 are on half-time study leave. This total does not include the over 40 primary school library advisers who are half-time in a library and half-time regional advisers.

B. Audio-Visual Centre

The Supervisor of the Audio-Visual Centre reports that the 100 staff work in the following sections:

1. Motion Picture Film Library;
2. Film Circuit Library Centres in 9 Provincial Cities;
3. Filmstrip, Slide, Chart and Tape Libraries;
4. Equipment Maintenance and Teacher Training;
5. Materials Production Section;
6. Research and Promotion;
7. Motion Picture Production and Television;
8. Administration.

Although this Centre operates independently from the Library Branch, there is considerable liaison between the two, and both Supervisor are members of the Education Department Committee responsible for the administration of the Commonwealth Grant.

In 12 months the Audio-Visual Centre circulates over 120,000 16 mm films. Schools may also borrow slides, filmstrips, disc and tape recordings, overhead transparencies, and 8 mm loop films. The Centre also produces and sells slides, filmstrips, tape recordings, transparencies, charts and pictures, but they are available to Victorian schools only.

Other services of the Centre include:

1. Advice and instruction to school personnel on the selection and use of audio-visual equipment;
2. Servicing 16 mm projectors;
3. Preparation of slides and overhead transparencies from teachers' own work;
4. Demonstrations and displays of audio-visual materials and equipment;
5. Publications of catalogues, handbooks and manuals for use in Victorian schools.

Western Australia

A. Library Services Branch

The Superintendent of Library Services describes the philosophy of his Branch as follows:

> "Easily accessible, systematically selected and well-organized resource materials are essential to all who are concerned in education. The professional administrator, the teacher and the student -- all must have easy and immediate access to adequate sources of information. Among the mass media, the printed word is still of crucial importance in our education today. Efficient use of information in the educational process is the aim of the Library Service Branch." 7

The main services of the Branch are as follows:

1. Administrative and Advisory Services;
2. Central Cataloguing Section;
3. Technical Schools Section;
4. Book Services Section;
5. The Model School Library;
6. Central Processing, Binding;
7. Charles Hadley Travelling Library;
8. The W.J. Rooney Teachers' Reference Library.

There has been considerable expansion of the Branch since its establishment in 1963 when the Superintendent was appointed. Staffing for example, has grown from about 10 in 1965 to 47 in 1970, 57 in 1971 and 68 in 1972. Most of the staff are engaged in the central services and only two senior staff are responsible as advisers to the schools on library use and organization.

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7. "Library Services Branch" In The Education Circular, W.A., May, 1970, pp.90-92.

B. Audio-Visual Education Centre

The Superintendent of Audio-Visual Education lists the section of his Centre as follows:

1. Professional education;
2. Production;
3. Library;
4. Technical;
5. Administrative.

A staff of over 39 are responsible for the various services. Schools may borrow films, slides, filmstrips, disc and tape recordings, overhead transparencies, charts and multi-media kits.

The Centre produces all of the above types of software plus video-tapes and printed material related to the various items. Schools may buy only filmstrips. Material is offered to the Audio-Visual Centres of all other states for reproduction as required. The Centre maintains a liaison and advisory service with the A.B.C. Catalogues and A.B.C. Teachers' Notes are available.

Advice and instruction is given to school personnel on the selection and use of audio-visual equipment.

It is anticipated that there may be major changes in the structure and function of the Centre in the near future.

APPENDIX I.

Task Analysis of Teacher-Librarian.

TASK ANALYSIS OF TEACHER-LIBRARIAN

SUMMARY OF FINDINGS FROM MANPOWER PROJECT

(Used in analysis of Teacher-librarian diaries)

A. DEVELOPMENT OF THE EDUCATIONAL PROGRAM

1. Participates in Curriculum Development and Revision.
2. Assists curriculum committees in selection of appropriate materials for resource units and curriculum guides.
3. Assists individual teachers in curriculum planning.
4. Conducts evaluation of adequacy and suitability of facilities, equipment, materials, and services with regard to learning outcomes.
5. Provides leadership in determining educational objectives of library services.
6. Develops long range plan co-operatively with library staff and administration.
7. Plans co-operatively with staff members to co-ordinate materials and library activities with curriculum programs, units, and textbooks.
8. Observes classroom work to co-ordinate library activities with school instructional programs.
9. Plans and discusses library involved topics, units and activities with teachers.
10. Develops new uses for materials and equipment.
11. Works with teachers to design innovations in instruction.

B. ADMINISTRATIVE TASKS

1. Helps to determine overall library policies.
2. (a) Plans library (or media centre) operations and maintenance.
   (b) Plans budget.
3. (a) (Confers with administrators)(and school committee,)(mothers' club concerning library operations, programs and budgets.)
   (b) Library staff conferences.
4. Plans for expanding program of media services.
5. Plans arrangements of library space and furniture; confers with Public Works Department officers.
6. Schedules use of facilities.
7. Maintains lines of communications with the district administrative offices.
8. Conducts in-service, or on the job training program for library staff.
9. Prepares library staff work schedules.
10. Assigns duties to library staff.
11. Trains student library aids.
12. Supervises work of the non-professional library staff, including volunteer library assistants and students.
13. Evaluates work of library staff.
14. Develops necessary forms (circulars) for operation of the library.
15. Determines records and statistics needed.

16. Compiles and tabulates data for statistical reports.

17. Submits reports to administration.

18. Determines, controls, orders, inventories and maintains supplies.

19. Schedules inventory of materials and equipment.

20. Confers with visiting librarians and other guests.

21. Writes and edits news articles, promotional materials, and notices for school and local papers.

22. Plans and participates in meetings to present the functions and services of the library to parent groups and community organizations.

23. Informs public librarian about school programs, curriculum, activities and plans co-operatively for joint library activities.

24. Determines rules for the conduct of pupils in library.

25. (a) Disciplines pupils in library.

    (b) General supervision of students.

26. Assumes responsibility for decisions concerning disciplinary actions.

27. Informs library staff of planned activities and requests.

28. Visits other libraries to observe their programs.

29. Attends and participates in meetings of professional organizations.

30. Handles complaints and objections to particular materials and services.

31. Determines policy for the acceptance of gifts.

32. (a) Reading and answering mail.

    (b) Telephone calls.

C. INSTRUCTIONAL TASKS

1. Orients students to library.
2. Reviews library rules and procedures.
3. Plans sequential program of library instruction.
4. Gives incidental instruction in note taking and outlining in connection with library work.
5. Gives (incidental) instruction in library skills.
6. Gives instruction in the use of materials.
7. Gives instruction in the use of audio visual equipment.
8. Conducts workshops for teachers in the use of equipment.
9. Gives instruction in basic reference techniques.
10. Gives instruction in specialized reference books and other materials before class research project is begun.
11. Evaluates pupils library skills and performance and informs teachers of results.
12. Assists with independent study.
13. (a) Guides reference and research work of small and large groups.
    (b) Guides students to fiction.
14. Assists with assignments done in the library.
15. Guides in organizing and presenting written and oral book reports.
16. Assists students to develop competency in listening and viewing sk
17. Develops and directs individual reading guidance programs.

D. SPECIAL SERVICES To Staff and Students.

(I) Audio Visual

1. Monitors use of electronic teaching equipment.

2. Assists teachers and pupils in locating and selecting materials.

3. Assists teachers and pupils in using teaching equipment and materials.

(II) Listing and Review Services

4. (a) Compiles materials lists.

   (b) Collects materials for bulk loans or use in library.

5. Writes reviews and annotations.

6. Compiles review files for books and other materials.

(III) Reference and Reader Services

7. Administers inter-library loan services.

8. Answers ready reference questions.

9. Performs general reference service.

(IV) Publicity and Information Services

10. Develops media centre handbook for teachers and pupils.

11. Prepares and distributes notices, bulletins, and other publicity materials, e.g. exhibits.

12. Initiates projects and activities relating to the library and its resources.

(V) Service for Special Interests and Activities

13. Visits classrooms to give book talks.

14. Introduces materials of special interest to class groups.

15. Suggests related materials, ideas and resource people for classroom units.

16. Informs teachers and students of radio broadcasts and T.V. programs.

17. Organizes and conducts special activities for interest groups.

18. Plans and directs special observances of book and library week, holidays, etc.

19. (a) Reads aloud to children. Plans and conducts story time.

    (b) Book talks in library.

20. Assists in and provides materials for extracurricular activities.

(VI) Library Media Centre Visits

21. Arranges and conducts class visits to public libraries.

22. Prepares forms or cards for teachers to give advance notice on library assignments.

23. Conducts class visits to the library.

24. Develops with teachers a plan for pupils to follow in completing assignments.

25. Establishes with teachers procedures for mass assignments involving the use of the library.

26. Maintains schedules of class activities in the library.

(VII) Reading Services

27. Identifies pupils with reading and study problems and seeks ways to help them.

28. Makes studies of pupils' reading habits and interests.

29. Assists with vacation reading program.

(VIII) Guidance and Counselling Services

30. Identifies exceptional students, (slow learners, advanced learners, etc.) and provides worthwhile experiences and materials for them.

31. Observes pupils in need of counselling and informs counsellors (administration).

(IX) Special Work with Staff Members

32. Orients staff to library program, materials and services.

33. Informs staff of available in-service workshops and courses, professional meetings and educational resources of the community.

34. Informs teachers of new library services, materials and equipment.

35. Promotes use of professional library.

36. Reads and reviews professional materials.

37. Assists teachers in locating bibliographic data.

E. SELECTION OF MATERIALS AND EQUIPMENT

1. Evaluates existing collections to determine needs.

2. Enlists staff participation and recommendations in evaluating and selecting materials.

3. Justifies materials selection policy.

4. Helps to determine specifications for the purchase of library furnishings.

5. Maintains selection aids for finding new materials.

6. Reads books, magazines, professional journals, catalogues, etc. for background information in selection of materials and equipment.

7. Confers with sales representatives to learn of new materials and equipment.

8. Confers with staff and administration regarding selection of audio-visual equipment.

9. Evaluates and selects print materials.

10. Evaluates and selects non-print materials.

11. Scans local publications and periodicals for resource materials and information.

F. ACQUISITION OF MATERIALS AND EQUIPMENT

1. Follows up outstanding orders.

2. Acknowledges gifts and exchanges.

3. Ordering books and audio-visual.

G. PRODUCTION OF MATERIALS

1. Adapts commercial materials and equipment to meet special needs.

2. Designs printed publicity materials, posters, bookmarks, and other graphic displays.

3. Makes simple display devices for use in instruction, i.e. felt boards, bulletin boards, etc.

H. PREPARATION OF MATERIALS

1. Clips items from newspapers and magazines.

2. Preparation.

I. ORGANIZATION

1. Establishes cataloguing and classification policies.

2. Reads and reviews new materials for the purpose of classification.

3. Classifies and catalogues print and non print materials.

4. Prepares main entry cards.

5. Determines added and analytical entries needed.

6. (a) Verifies preliminary filing of catalog (and S.L) cards to complete filing.

   (b) Filing.

7. Plans for reorganization and relocation of materials collection.

8. Shifts materials and adjusts location labels as required.

9. Maintains equipment inventories.

10. Organizes and maintains special collections of print and non print materials.

11. (a) Periodicals.

    (b) Indexes periodicals.

J. CIRCULATION OF MATERIALS AND EQUIPMENT

1. Establishes policies and procedures for circulation of materials.
2. Locates requested materials and informs user of availability.
3. Informs teachers and students of inability to fill requests.
4. (a) Calls in materials on loan when required elsewhere.
   (b) "Overdues"; overnight loans.
5. Schedules use of materials and equipment.
6. Orders and returns materials and equipment from district and/or other material centres.

K. MAINTENANCE OF MATERIALS AND EQUIPMENT

1. (a) Inspects print and non-print materials for damage.
   (b) Repairs.
2. Establishes policies for maintenance of materials.
3. Removes from shelves and files, books and other materials which need to be repaired, re-marked, rebound or discarded.

L. CLERICAL AND SECRETARIAL TASKS

1. Assists in inventorizing all materials.
2. Checks card catalog and shelf list for ordering and duplication of materials.
3. Consults bibliographic data in trade catalogs.
4. Prepares and assembles bibliographic data for ordering.
5. Duplication of material.

6. Processing.

7. Distribution of goods, etc.

M. NON-LIBRARY ACTIVITIES

1. Lunch, tea, etc.

APPENDIX J.

A Selected Bibliography of Items Directly on the Topic of the Commonwealth Secondary Schools Libraries Program.

A SELECTED BIBLIOGRAPHY OF ITEMS DIRECTLY ON THE TOPIC OF THE COMMONWEALTH SECONDARY SCHOOLS LIBRARIES PROGRAM

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APPENDIX K.

Interpretation of Histograms.

INTERPRETATION OF HISTOGRAMS

On each histogram the following information is given:

Number of Schools which are included in the graph of each variable. These differ slightly from graph to graph because of the varying number of valid responses.

Number of "No Responses". For each item in the questionnaire a number of schools did not give a response for some reason or another. For some questions some of these "blanks" may be equated to "zero", but in others they may not. These "no responses" are included in the first column of each graph resulting in considerable skewness in some cases.

Number of Unspecified Responses. A number of schools answered some of the questions verbally, rather than giving a specific amount. When answers such as "many", "some", "exact amount unknown", etc. were given, the amount or number was regarded as "unspecified" and given a code number "1". These are also included in the first column of each graph when applicable, resulting in even greater skewness.

Number of Zero Responses. This is indicated to allow for differentiation from no response when necessary.

Maximum. The maximum response for each variable is given although not shown on every graph because of the single-page computer printed histograms used as the bases for the graphs. When the maximum is "99" or "999" these include all items 100+ and 1000+ and the number of schools thus responding is in parentheses after the "maximum".

Sum Total. Where meaningful, the sum total for all of the schools' responses is given.

Mean. The mean is unadjusted unless otherwise indicated. That is, "0's and the "1's" are included unless it was obvious that they should not be

Standard Deviation. The standard deviations are also unadjusted and are, therefore, in many cases quite large.